

San Pasqual Valley Middle School

2024-2025 Student and Parent Handbook



At San Pasqual Valley Middle School, we believe that all students can achieve at high levels and become productive members of the 21st century society. To this end, we will provide a rigorous, relevant standards-based curriculum through varied and effective teaching strategies in a caring, safe, learning environment.

We will provide students with a high-quality education that will equip them with the skills, knowledge and information to be successful in all post-secondary endeavors, their careers, and their lives.

Together We Believe, We Achieve, We Succeed

Ms. Erin Grande, Principal
676 Baseline Road
Winterhaven, CA 92283
760-572-0222 ext. 2201
Fax: (760) 572-0829



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San Pasqual Valley Middle
School

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Ms. Erin Grande

Dear Parents,

Welcome to San Pasqual Valley Middle School, home of the Wildcats! San Pasqual Valley Middle School's emphasis on academic achievement and focus on the growth of each child provides students with the strongest foundation, not only in academics but also in character and values.

This handbook provides parents and students with important information regarding the organization and operation of San Pasqual Valley Middle School. Knowledge of the contents will be helpful to students, to parents, and to all who are concerned with the education of our young people.

We are looking forward to a productive partnership with you to ensure our students can achieve their highest potential. We recognize that in order to be successful in school, our students need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our students' success and want you to know that we will do our very best to carry out our responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
- 2) Completes all in-class and homework assignments given by teachers
- 3) Shares school experiences with you so that you are aware of his/her school life
- 4) Knows that you expect him/her to succeed in school and achieve their personal best

We at San Pasqual Valley Middle School are proud of our students. We believe that school experiences should be rewarding for both the student and the parents. You are invited to visit our district's web page at www.spvusd.org and/or call the school at 760-572-0222 for information at any time or to offer suggestions. Academic achievement and success (in a friendly, caring, and nurturing environment) is our goal for each student. Let us work together to be successful in our middle school experience!

Ms. Grande
San Pasqual Valley Middle School Principal

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ACKNOWLEDGEMENT OF HANDBOOK POLICIES AND PROCEDURES

To increase parent/guardian communication and promote student responsibility and organization, every student will receive a Student Handbook. If the Student Handbook is lost or destroyed, the student will be required to earn another handbook by completing community service activities. Such activities may include (but are not limited to) assisting in the cafeteria or cleaning school grounds.

By signing below, the student and parent/guardian acknowledge that they have read and understand all policies and procedures included in the San Pasqual Valley Middle School Student/Parent Handbook including the Stop Bullying Section.

Student Signature

Date

Parent/Guardian Signature

Date

SAN PASQUAL VALLEY MIDDLE SCHOOL STUDENT-PARENT-TEACHER COMPACT 2024-2025

It is important that families and schools work together to help students succeed academically, socially, and emotionally. The following are roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

Please sign and return to your child's teacher. Thank you. Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school each day on time and ready to learn.
- Follow school and bus rules.
- Do my best work at school and home every day.
- Take responsibility for my education by listening and participating in class, doing my homework and seeking help when I need it.
- Read 30 minutes daily outside of school.
- Demonstrate positive character traits and report mistreatment.
- Respect the school, classmates, staff, and families and follow the Peace Builders© Principles.

Student Signature _____

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide motivating learning activities (high student engagement).
- Provide high-quality curriculum and instruction to meet the state's academic standards.
- Provide a safe and positive classroom environment for all.
- Assign appropriate homework with clear instructions.
- Communicate with parents/guardians regularly regarding student progress (agenda, email, phone, conferences).
- Participate in professional growth activities.
- Respect the school, students, and staff, and model and teach the Peace Builders Principles.

Teacher Signature _____

Parent/Guardian Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide the school with current phone numbers and home address (update as needed).
- Provide a quiet time and place for homework and monitor the content and frequency of technology use.
- Ensure my child reads 30 minutes daily outside of school.
- Communicate with the teacher/school and regularly monitor my child's progress (agenda, email, phone, conferences).
- Monitor and initial my child's agenda daily.
- Ensure that my child is in school each day, on time and gets adequate sleep.
- Respect the school, students, and staff, and encourage my child to follow the Peace Builders© Principles.

Parent/Guardian Signature _____

STAYING SAFE AND MAKING GOOD CHOICES

Adolescent students tend to need more support with making wise decisions. Poor decision making can lead to concerning behavior that may result in severe consequences, such as suspension and/or expulsion. Please review the information below to bring awareness and promote your child's success.

BEHAVIORS THAT CAN LEAD TO SUSPENSION OR EXPULSION

- Fighting
- Battery
- Dangerous Object
- Controlled Substance
- Selling Controlled Substance
- Robbery/Extortion
- Damage of Property
- Stolen Property
- Tobacco Possession
- Obscene Act
- Drug Paraphernalia Possession
- Disruption of School
- Received Stolen Property
- Sexual Harassment
- Hate Violence
- Harass/Threat/Intimidate

TIPS FOR PARENTS

- Talk to your child about the dangers of drug use
- Get to know your child's friends
- Watch your child in the neighborhood
- Report suspicious neighborhood activity to law enforcement.
- Know your child's whereabouts
- Ask details about your child's day
- Watch for changes in your child's behavior and find out why

TIPS FOR STUDENTS

- Report to an adult (parent, teacher, Principal, School Resource Officer)
 - Walk away
 - Avoid dangerous or risky situations and places
 - Say no
 - Do not carry or hold drugs for anyone
 - Listen to your gut instinct
 - Surround yourself with others who make positive choices
 - Talk things over and get advice from a wise person
 - Think before you act
- 1) Define the problem
 - 2) Brainstorm all possible solutions
 - 3) Evaluate ideas and the consequences
 - 4) Decide on the best solution and do it

THE ADOLESCENT BRAIN – WHAT ALL TEENS NEED TO KNOW

Posted by [Karen Young](#)

Adolescents have dynamic, open, hungry minds. They are creative, brave, and curious. It has to be this way. The only way to learn many of the skills they will need to be strong, healthy adults will be to stretch beyond what they've always known and to experiment with the world and their place in it.

The adolescent brain is wired to drive them through this transition, but there will be a few hairpin curves along the way. Skillful drivers are not born from straight roads.

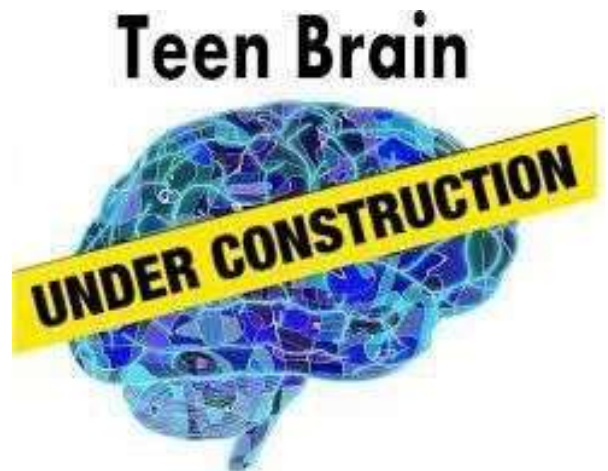
There will be good days, great days, and dreadful days. Some days will be crazy bad. You will come to appreciate new things – their grown-up conversation, their edgy sense of humor, any time they want to be close, and the sound of nobody arguing with you. And that smile of theirs! When it's for you, it will knock you out every time.

Adolescence is something they have to do on their own. We can guide them, but we can't do it for them. This is their time for growth and learning, but there is something powerful we can do to help them along the way. We can give them the information they need to light their way forward.

Most of their behavior, even the most baffling, frustrating, infuriating parts of it, can be explained by the changes that are taking place in their brains. This can feel as confusing for them as it does to us. It doesn't mean they can sit back and blame their brains for their troublesome behavior. They need to manage these changes in a healthy, adaptive way, but to do this, they need information. When they have the information, they expand their capacity to respond to the world in ways that will help them thrive.

They need to know that their big feelings (the good and the bad) have a really good reason for being there. They need to understand why they think the way they do and why they make decisions they make, for better or for worse. They need to understand why they have such an immense draw to their peers and why the heartache when those relationships feel fragile. Most of all, they need to know that their struggles are normal and that it was like that for us, too (think back, it was). They need to know that we see the massive potential that is coming to life inside them, and they need to know that we've got their back.

Information is power, and with the right information, adolescents will have an expanded capacity to see the changes they are going through as positive and dynamic, and all part of getting ready to be healthy, strong, capable adults.



Having the information doesn't mean things won't get messy – things will get really messy. What it means is that they will have the capacity to navigate around the mess. Think of it like switching on a light in a darkened room. The obstacles will still be there – right in the middle of where they need to walk, but when they can see what's happening, they will have a better chance of navigating around those obstacles, rather than falling over them.

Our teens are amazing. Their brains are on fire – powerful, creative, and insightful. Here's what they need to know.

The Adolescent Brain – What They Need to Know.

1. Your brain is changing. But you have enormous capacity to influence those changes.

What your brain is doing.

You're transitioning into adulthood. There's no hurry to do this – you'll have plenty of time. Your adult brain won't be fully developed until you're about 24. In the meantime, it's your time to learn, experience, and experiment with the world and your place in it. Your brain is ready for this. It has been supercharged with about a billion new neurons (neurons are what brain cells call themselves to sound intelligent) to support you to do everything you need to do. The brain cells you use will strengthen. The ones you don't wither away. Don't worry about the withering. This is important and normal. Your brain doesn't need every one of your billion new neurons.

Letting go of the neurons you don't need will make space and energy available to strengthen the ones that you do.

How to make it work for you.

Your brain is developing into a more efficient, more powerful machine – but it needs you to guide it. To strengthen and grow your brain, spend time doing things you want to be great at. Every experience will change your brain. When you do something, the corresponding neurons will fire up, and that part of the brain will strengthen. The skills you learn during adolescence will be richer and more enduring than anything you learn at any other time of your life. If you play music or sport, do drama, paint, cook, learn a language, these are the connections that will get stronger. Spend too much time on the couch, though, and there will be brain cells planning their goodbyes and wishing you cared about them more. Bums love couches. Brains aren't so keen.

2. Your brain is like a high-performance sports car, but your brakes aren't ready yet.

What your brain is doing.

Your brain will wire and strengthen from the back to the front. One of the first parts of the brain to develop is the amygdala, which is involved in instinctive, impulsive, emotional, aggressive reactions. It's great for keeping you alive if there's trouble, but not always great when it comes to making balanced decisions. To make good decisions, the front of the brain needs to be involved. This is the pre-frontal cortex, and it is the 'calm down,' sensible, logical part of the brain that is able to consider consequences and put the brakes on emotion, behavior or decisions that might cause trouble. Here's the rub: Because your pre-frontal cortex won't be fully developed until you're 24, your decisions, problem-solving, and the way you respond to people will be heavily influenced by the amygdala. The adolescent brain is often compared to a high-performance sports car – fast, powerful, and keen to go hard on the bends – but without the brakes.

How to make it work for you.

You're ready to experiment with the world in new and exciting ways, but because your brain is still fine-tuning its ability to read situations and respond well, things won't always end the way you think they will. Sometimes taking risks is brave and brilliant. Sometimes it's not. Take a step back and look at the big picture before you take a leap. Your brain will be telling you to go for it but be alive to that voice inside you that might be telling you otherwise. That's your intuition. It's the collection of memories, wisdom, and experiences that are outside of your awareness. Tap into it and let it work with the courage, creativity, and adventurous spirit that is expanding in you.

3. Hello, hormones! (But your brain will take time to adjust.)

What your brain is doing.

You've probably heard a lot of people blaming hormones for the things adolescents do that aren't so loveable. (It's okay, nobody is meant to be lovable all the time – if we were, we all would have been born as cake.) It's not so much your hormones that cause trouble but the way your brain reacts to them. The main sex hormones (testosterone, estrogen, and progesterone) are in you during childhood, but when puberty arrives, the levels of these hormones increase to adult levels. What's new is the jarring that comes when your brain is introduced to these hormones.

For girls, the hormones that fluctuate are estrogen and progesterone. These hormones are linked to the brain chemicals that control mood. Say hello to big feelings – and know that they are normal, healthy, and completely okay – and that it won't always be like this.

For boys, testosterone and the amygdala get friendly. The amygdala is the part of the brain that is involved in the fight or flight response. You might feel angry and fearful more often and more intensely than you have before. There is nothing wrong with feeling these feelings, but it's important to manage what you do with them.

How to make it work for you.

For both boys and girls, the sex hormones get busy in the limbic system. This is the emotional hub of the brain. You might find that you tend to be volatile and that you crave experiences that make you feel deeply. Listening to sad music or watching an intense movie are ways to feed the craving safely.

Big feelings will make it really easy to ruin relationships and do damage that you never intended. They can also drive you to do great things. Anger, sadness, and restlessness can drive incredible courage and change. Some of the most important things in history have happened because people your age were angry enough to change the way things were done. Big feelings won't always be bad ones. You'll also have times of intense joy and excitement. This will drive connection and enthusiasm and will help you find your passion. Hold on to this. It's what beautiful lives are made from.

4. Your brain is like an open window. Expose it to good, and it will thrive. Expose it to bad, and that window will slam shut.

What your brain is doing.

With so many neurons firing, your brain will be heavily influenced by whatever you expose it to, good or bad. This makes your brain extremely vulnerable to stress and addiction. Think of your not-yet-developed brain like a partially built house. Exposure to bad weather will devastate a house that is still waiting for its roof, but a fully built one will come through the same storm undamaged.

How to make it work for you.

If you want to be technical about it, your brain is a few pounds of gooey jelly. What makes it amazing is you – what you expose it to, what you say yes to, and of course, what you say no to. Be choosy with your experiences. They could potentially change your brain in ways that last well beyond the moment.

5. So let's talk about addiction, because you're more vulnerable than ever.

What your brain is doing.

Dopamine is one of the brain's feel-good chemicals, and it is released when you get something you want or when you think about getting something you want. The release makes you want the thing again, which is great if it's something healthy, like eating, connecting socially, falling in love, or trying new or challenging things. The everyday level of dopamine in your brain is lower than that of an adult, which can make you feel a bit flat – but – when you get something you want, your brain releases more dopamine than would be released in an adult.

You can see how this works. You have less dopamine to start with, but when you get a rush of it, it just feels so good. The chase for that feel-good can drive you to keep doing things that aren't so healthy – drugs, drinking, gambling. Eventually, it can lead to addiction. Healthy things can also become addictive to the point that they are bad for you, such as exercise, social media, or gaming.

How to make it work for you.

Be alive to the pull to keep doing something that isn't good for you. That's your dopamine pushing you around. Your developing brain is particularly vulnerable – strong, capable, smart, creative – and vulnerable. With your pre-frontal cortex still under construction, you'll need to work harder to control the impulse to do something that might not end well. Some not-so-risky ways to get a dopamine high are listening to music, exercising, trying something new or challenging. You're being driven by a brain that is encouraging you to be brave and fearless. Be brave and fearless but be smart about it.

6. You might want to push against the norm or take risks. (Oh, you rebel you!)

What your brain is doing.

At this stage of your life, you are beautifully open to new experiences, and your courage is at an all-time high. It's very likely that you'll crave novelty, adventure, and challenge. In the long run, this will broaden your capabilities and enrich your experience of adulthood. In the short-term, it might come with risk, persuading you towards risky, new behaviors such as sex (including sexting), drugs, drinking, lying about where you are. It can also drive you towards strong, healthy behaviors, such as any competitive activity, travel, activism, sports, performing. One of your jobs is to decide between the good risks and the bad risks, but to an adolescent brain, they can look the same. This is because the pre-frontal cortex, the part of the brain that is able to think about consequences and calm an overly emotional reaction, isn't fully able to be involved in the decision. You'll be more likely to overestimate the potential positives of a situation and underestimate the potential negatives.

How to make it work for you.

The drive to experiment and try out new things is an important one. There are a lot of things that are important for you to experience along the way to adulthood, and you don't want an overly cautious brain talking you out of the things that will be good for you. Just be aware that because

something feels like it's a good idea, doesn't mean it always is. You'll sometimes feel invincible, and you'll be less likely to shy away from things that could end badly. You'll also be less likely to learn from it. You have a lot of control over your brain, but you'll need to switch this on. Slow down your decisions and be deliberate about considering the good and the bad – and talk to the adults who care about you. They've been where you are before, and they've made the mistakes to prove it. Being a rebel sounds cool – but don't forget your parents did their version of it too.

7. Doing two things at once is a myth. Yes. Even for you.

What your brain is doing.

Your brain can only focus well on one thing at a time. If you do more than that, your brain will actually switch between the two, so neither task will be done really well.

How to make it work for you.

Anything that comes with any risk at all deserves your full attention. This is why texting and driving is out. Same with trying to drive with a bunch of chatty friends or study in front of the television. Your brain is magnificent – but don't make it do too much at once.

8. Sleep. It's a superpower. (Yes, really that good.)

What your brain is doing.

Melatonin, the hormone that makes you sleepy, is released about two hours later at night in an adolescent brain compared to an adult's. This means that you'll feel fully charged at around seven or eight o'clock, and you won't even feel like sleeping until after about 10 pm. Melatonin stays in an adolescent body for longer, which is why you'll feel groggy in the morning. Because your brain is growing at a phenomenal rate, it needs sleep – about 9-10 hours of it. So many important things happen while you sleep:

- Your brain will get rid of the neurons it doesn't need to make way for strengthening the ones that you do.
- Your memories and the things you have learned during the day will be strengthened. (This is why all-nighters aren't a great idea.)
- While you are asleep, your brain will replay what you've learned, pull it apart, and help to make sense of it for you. Same for emotional experiences. Adolescence can be a stressful and emotional time, and sleep is important to help you deal with this.

How to make it work for you.

Write this down and put it on your mirror: ‘Everything feels better with sleep.’ Given that you probably won’t feel tired until about 10 pm, start your wind-down about an hour before this. Put your devices away (I know! – but it will be worth it). The light from them will delay the release of melatonin and keep you awake for longer. Try reading, listening to music, or studying just before bed. If you’re trying to figure something out, sleep on it – your brain will get busy on it while you sleep. Sleep when you can. It might not always be when the rest of the family is sleeping, but you’re on a different time clock to them.

If you’re still not convinced about the superpowers of sleep, here are some of the things that can happen if you don’t get enough: skin conditions (like acne) will flare up, you’ll be more likely to eat too much of the wrong food, you’ll be moody, cranky, impatient, and more likely to feel bad about yourself, you’ll be more likely to make bad decisions, you’ll have less capacity to learn, you’ll be less creative, less able to solve problems and more forgetful.

9. You’ll be quicker to read people as being disappointed with you. Sometimes you’ll be spot on. Often you won’t be.

What your brain is doing.

Adolescents and adults each use a different part of the brain when they interpret other people’s feelings. Adults will call on the rational pre-frontal cortex to read facial expressions. This leads to a more accurate understanding of what someone might be feeling. Adolescents, on the other hand, will recruit the amygdala to interpret emotion. The amygdala is designed to be super sensitive to danger or threat, and it runs on impulse and gut reaction. When you’re interpreting through this lens, you’ll be more likely to read anger or aggression when there isn’t any.

How to make it work for you.

Remember this when you think someone is being aggressive or hostile. Sometimes your interpretation will be spot on, but sometimes it will be completely wrong. The tendency to misread people can easily cause relationships to break. Be open to the possibility that just because you think someone is disappointed or angry with you, that doesn’t necessarily mean that they are. One of your greatest powers is your ability to speak. If you are concerned about what someone is thinking, ask – in person if you can. Texting is great, but when things are emotional, it can add to the confusion. Always be careful jumping to conclusions and cool off before you react. If a situation feels black and white, there’s probably something you’re missing. The ability to manage relationships and emotions lies at the heart of emotional intelligence, which is one of the most powerful and important things you can have. Now is your time to practice, experiment, and build it.

10. You will worry more about what people might be thinking of you.

What your brain is doing.

Knowing you are being looked at or anticipating being looked at will be enough to bring on a [strong response in your brain and your body](#). During adolescence, your brain will be particularly attentive to clues about what other people might be thinking about you. This might feel bad sometimes, particularly as you're likely to misread a lot of that information. Adolescence can be tough!

There is increased activity in the part of the brain that pays attention to social information and uses that information to make decisions about behavior. This can be one of the reasons that you might be motivated to do riskier things when you're with friends. There is also an increase in oxytocin, 'the bonding hormone,' which drives you to be self-conscious – conscious of yourself

– as you start to think about the kind of person you want to be and the world you want to live in, and how you can create that. This is a great thing, but the downside is that it can make you sensitive to what other people might be thinking of you.

How to make it work for you.

This is what you have to know: Everyone your age will be worried about the very same thing – what other people are thinking of them. The adolescent brain is strongly wired to connect with peers, which is why the threat of exclusion hurts so much. Sometimes exclusion will happen, but it will have nothing to do with who you are. When people work as a group, one way they strengthen their identity, and their solidarity, is by pushing people away. It's awful that people do this – it's really awful but know that it is more about their own need to find who they are, in a really bad way than about who you are. It's lonely but know that this is temporary. It is no reflection on who you are. None. You're brilliant, kind, smart, strong, amazing, which is why you're nobody's victim.

11. You might feel a distance between you and your parents.

Your main goal of adolescence is to gently separate from your family tribe and find your new tribe – your peers. Part of you questioning your parents is the brain's way of giving you the push to separate from the comfort and security of the family so you can find independence.

Experiment with your independence – that's really healthy, but don't close the door too much to the people who love you. The part of your brain that is able to think about things abstractly and creatively will have you questioning the world and the way things are done. This is normal and healthy, but remember that just because someone (like your parent/s) thinks differently, it doesn't mean they are wrong. They'll try to remember this too. You'll start to realize your parents aren't perfect, and you will question the way they do things. The calmer you can be when you explain why something is important to you or why you disagree, the more likely you will be understood. That doesn't mean you'll always be agreed with, but if we all thought the same way, the world would be a pretty bland place. Be grateful for the differences.

Your family will always be important, but in a different way to the way they have been. It was the same for your parents, and it will be the same for the generation that comes after you. It's great that you're able to think differently about things. It's the accumulated wisdom of each generation of adolescents that keeps the world moving forward in ways that are rich, healthy, and vital for everyone.

Your parents love you. They've been there from the beginning, and they'll be there to the end. Let them into your world sometimes. It will mean more to them than you could ever know. You can always close the door when they leave.

So now that you know what your brain needs from you, you can't blame it when things go wrong.

Your brain has a lot of sway, but that doesn't mean you can blame your brain every time you make a mess of things. People won't care what your brain is doing when they're stooped and sore from picking up the pieces. You're not a robot, and ultimately, you're the only one in charge of your decisions. Slow down enough to think about things from all angles – even the ones you might not want to know about. Rather than forging ahead, take a step back to look at the bigger picture. The difference between really brave and really stupid is the amount of time you spend thinking about the consequences.

Finally, know how awesome you are. All of these changes are steering you in the direction of something amazing. Things won't always go to plan, and some days will be awful. As long as you're making the best decisions you can to stay safe, you'll look back on these times, and you'll laugh. The mistakes, the falls, the embarrassing moments – one day, those stories will be gold.

And finally ...

All new skills take time to master. It's no different for our teens. In the meantime, they might wobble. A lot. So will we. We are learning to see them in a different light – as soon-to-be adults who will be independent of us. We are learning to trust their capacity to cope and to stand back and let them steady themselves. They have it in them to be extraordinary. The more information they have, the more potential they have to find the most direct way there.

MIDDLE SCHOOL STAFF

Office Staff

Principal	Ms. Grande
Secretary	Mrs. Derma
Attendance Clerk	Mrs. Hotel
Registrar	Ms. Aguilar

Teachers of Specialty Classes

Art	Mrs. Thrower
Computers	Mrs. Wallace
Physical Education	Mr. McCall

Middle School Teaching Staff

6 th Grade	Mrs. Martinez
6 th Grade	Mr. Morales
7 th Grade	Mrs. Castillo
7 th Grade	Mrs. Jones
8 th Grade	Mr. Sotelo
8 th Grade	Mrs. Orozco
6-8 Math	Mrs. Munoz
Special Ed SDC/RSP	Mrs. Miranda
Special Ed SDC	Ms. Rodriguez
ELD	Mr. Morales

Support Staff

Special Ed Coordinator	Mrs. Meek
Special Ed/SARB Secretary	Mrs. Espinoza
Outreach Consultant Elem/Middle School	Mrs. Lopez
Counselor	Mrs. Meraz
High School Counselor	Mrs. Tudor
Migrant & ESL	Mrs. Rodriguez
Athletic Director	Mr. Winterholler
Security	Mr. Fernandez
Security	Mr. Montanez
Library Clerk	Mrs. Ruiz

Paraprofessional	Mr. Lopez
Paraprofessional	Mrs. Hurtado
Paraprofessional	Mrs. Peet
ELL Paraprofessional	Mrs. Sanchez

Community Liaison	Mrs. Alvarez
In-School Restriction	Mr. Kunz
Custodian	Mr. Carranza Parra
Cafeteria Supervisor	Ms. Garcia

STAFF EMAIL

Marian Martinez	6th	mmartinez@spvUSD.org
Alma Castillo	7th	acastillo@spvUSD.org
Richard Knutson	7th	rknutson@spvUSD.org
Isaiah Sotelo	8th	isotelo@spvUSD.org
Yury Orozco-Arevalo	8th	yorozco@spvUSD.org
Lidia Munoz	6th-8th Math	lmunoz@spvUSD.org
Melissa Miranda	RSP/SDC	mmiranda@spvUSD.org
Carolina Rodriguez	SDC	crodriguez@spvUSD.org
Peter McCall	PE	pmccall@spvUSD.org
Juan Morales	6th & ELD	jmorales@spvUSD.org
Rosa Meraz	Counselor	rcampos@spvUSD.org
Kelley Hotel	Attendance Clerk	khotel@spvUSD.org
Guadalupe Ortega	Registrar	gortega@spvUSD.org
Diana Derma	Secretary	dderma@spvUSD.org
Erin Grande	Principal	egrande@spvUSD.org

CALENDAR OF EVENTS

August

12th First day of school

22nd 5:30-7:00pm Back to School Night

September

2nd Labor Day – No School

11th Progress Report sent home

14th- Saturday School

28th Saturday School

October

11th Native American Day (Subject to Change) – No School

17th Early Release for Family Connection Conferences
1:30pm- 6:30 pm (1st Quarter Grades)

18th Family Connection Conferences
1:30-3:00 pm

19th Saturday School

21st – 25th Red Ribbon Week/Spirit Week

25th Halloween Dance (Incentive)

November

2nd Saturday School

11TH Veterans' Day – No School

13TH Progress Report sent home

16th Saturday School

25th – 29th Thanksgiving Vacation – no school

December

7th Saturday School

13th First Semester Report sent home
13th Holiday Fun Day

16th – January 7th Winter Break

January

8th Students return from Winter Break

10th Awards Assembly

20th Martin Luther King Day – No School

25th Saturday School

February

10th Lincoln's Birthday – No School

12th Progress Report sent home

14th Valentines Dance (incentive)

17th President's Day – No School

22nd Saturday School

March

8th Saturday School

20th Early Release for Family Connection Conferences
1:30-6:30 pm

21st Family Connection Conferences
1:30–3:00pm

22nd Saturday School

24th Progress Report sent Home

28th Spring Break Event

31st-April 4th Spring Break- No School

April

12th Saturday School

18th Good Friday- No School

26th Saturday School

30th Progress Report Sent Home

May

3rd Saturday School

9th Annual Peace Picnic

11th Saturday School

14th Progress Report sent Home (8th grade ONLY)

Eighth Graders' Deadline to Participate in Dance and Field Trip

15th CAASPP Completion Celebration

17th Saturday School

23rd 8th Grade Dance

26th Memorial Day – No School

30th- Final Grades Posted

June

3rd Awards Assembly

5th Eighth Grade Promotion

6th Last Day of School- Semester Report Card Sent

9th – 30th Summer School

19th- Juneteenth- No Summer School

SAN PASQUAL VALLEY USD GOVERNING BOARD POLICIES, PROCEDURES, AND REGULATIONS

A copy of the SPVUSD policies, procedures and regulations is available at the district office. Students, parents, and members of the community have access to them, and may review them, upon request. These are also available online. Access is available through our website site SPVUSD.org, district, board policies.

SUPPORT STAFF AND SERVICES

Counseling Office

We encourage students to meet with the counselor as needed. The counselor is a trained professional who is able to answer questions and help solve problems in education, learning, and personal matters. The registrar or site secretary can set up an appointment for your child to meet with the counselor. The registrar also takes care of permanent records including immunizations and school enrollment. If for some reason you need to change your child's elective classes, those requests will be made through the registrar with principal approval.

Attendance Office

It is very important that all absences are cleared up in a timely manner. Please verify school absences by calling the attendance clerk at 760-572-0222 ext. 2300 or sending a note with your child to school the following day. Your student should present that note to the attendance clerk before returning to class, so your child's attendance can be correctly documented. If you have questions about your child's attendance, or wish to receive an attendance report, please feel free to call the school. Please communicate with your child's teachers to make sure that they complete any work they miss.

MS/ HS Library

The library is open from 8:00 AM – 3:30 PM. You are welcome to check out materials. Books can be checked out for two weeks, and then renewed for another two weeks. There are fines for overdue, damaged, lost textbooks, or borrowed books and materials which must be paid before the end of the school year.

MS Athletics

Middle school sport schedules will be sent home throughout the year. Students wishing to participate must have the parent permission form signed, maintain a 2.0 GPA, adhere to the code of conduct policy, and attend practices regularly. Practices and games are held after school. Middle school sports include Girls Volleyball, Co-Ed Flag Football, Boys and Girls Softball, Boys and Girls Basketball, and Boys and Girls Soccer (subject to change). Students who do not attend school on the day of a game will not be allowed to attend/participate in athletics that day. If you have any questions regarding the athletic program, please direct all your questions to Athletic Director.

VISITOR POLICY

General Requirements for Visitors to School:

A visitor is defined as any person seeking to enter a school building who is not an employee of the school district, or a student currently enrolled in that building.

- Visitors wishing to enter the cafeteria for any reason must first sign in at the middle school office and obtain a "Cafeteria Visitor's Pass." If the visitor desires to visit another area of the school, they must return to the office to obtain a visitor's pass.
- Visitors must provide a 24-hour advance written notice to the site administration requesting to visit a classroom or other instructional area. The purpose of the visit must be clearly stated in the written request.
- All visitors shall report to the school office when they arrive on the school premises.

- All visitors shall be requested to wear a visitor’s pass when on school premises.
- It is possible that visits may not be allowed at certain times of the school year or school day, such as the first and last weeks of school, immediately before or after vacations or other breaks and while standardized testing or other student assessments are being conducted.
- If it is your desire to speak with a teacher, please make an appointment during the teacher’s planning period.
- If you desire to observe your child’s classroom you will be given a set of guidelines (found below) to adhere to during your observation. We request that your observations last no longer than class period any given day in order to minimize the disruption of the school day.

Visitors to Classrooms or Other Instructional Areas

Access to particular classrooms or other instructional areas of the school may not be allowed on the recommendation of the classroom teacher or as otherwise deemed necessary by the principal. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be required of visitors, including but not limited to:

- remaining in a designated area or seat
- refraining from speaking to students while the class or activity is in session
- refraining from entering or leaving the area while an activity is underway
- requiring that the visitor be chaperoned
- limiting the duration of the visit to particular times or length of time
- limiting the activities of the visitor to a particular purpose(s)
- appropriate attire must be worn
- appropriate interactions and conversations with students and staff

Visitors wishing to conference with teachers or administrators during the course of the school day are to make arrangements in advance. Student visitors are not allowed unless they are with an entire class from another school or have prior approval from the administration.

STUDENT DROP OFF

All Middle school students must enter through the cafeteria doors in the morning until 7:57 am. Students that arrive at 7:57 am and after should go to the attendance office located on the high school campus for an admittance slip from Mrs. Hotel, Attendance Clerk.

BUS ZONE

To ensure the safety of all students, vehicles are not allowed to enter the bus lane. Please continue to drop middle school students off by the south side of the cafeteria.

CAFETERIA

Students are expected to go through the cafeteria line both in the morning and at lunch time. This is necessary for our count. All students are expected to be on their best manners during mealtimes and clean up after themselves.

MARKING PERIODS & BELL SCHEDULES

Grade Report	Teachers Post Grades	Report Sent Home with Students
Progress Report #1	September 11 th	September 11 th
1 st Quarter Grades	October 16 th	October 21 st
Progress Report #2	November 13 th	November 13 th
1 st Semester Grades	December 13 th	December 13 th
Progress Report #3	February 12 th	February 12 th
3 rd Quarter Grades	March 19 th	March 24 th
Progress Report #4	April 30 th	April 30 th
Progress Report #5	May 14 th (8 th grade Only)	May 14 th (8 th grade Only)
2 nd Semester Grades	May 30 th	June 6 th

Progress Reports/Report Cards/Grading Scale

Every nine weeks marks the end of a term, and a report card will be mailed. You should receive those a week after the last day in the marking period. Four marking periods are averaged for a final semester grade. Only the semester grades will appear on the student's permanent record. A fifth marking period is scheduled during the second semester to inform parents of their child's academic standing before the promotion deadline occurs.

SCHOOL WIDE GRADING SCALE		
Percentage	Letter Grade	GPA
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
59 and below	F	0.00

Bell Schedule

BELL SCHEDULE	1 ST PERIOD	2 ND PERIOD	3 RD PERIOD	4 TH PERIOD	5 TH PERIOD	6 TH PERIOD	7 TH PERIOD	8 TH PERIOD
	8:28-9:18	8:28-9:18	9:21-10:11	10:17-11:07	11:10-12:00	12:33-1:23	1:26-2:16	2:23-3:13
EARLY RELEASE SCHEDULE	1 ST PERIOD	2 ND PERIOD	3 RD PERIOD	4 TH PERIOD	5 TH PERIOD	6 TH PERIOD	7 TH PERIOD	8 TH PERIOD
	8:00-8:30	8:30-9:03	9:06-9:39	9:42-10:15	10:23-10:56	10:59-11:32	11:35-12:08	12:42-1:15

Passing Periods

Students are given a three-minute passing period between classes. During this time, students are expected to use the drinking fountain or restrooms and then immediately walk to their next class. Passing periods are not to be used for recreational purposes such as playing basketball or tetherball. Students are also given a mid-morning bathroom break and a mid-afternoon bathroom break (except on early release days).

Award Assemblies and Awards

Two award assemblies will be scheduled towards the end of each semester. Award assemblies are held in the cafeteria. Families are invited and encouraged to attend. Let's celebrate your student's accomplishments in their core classes, electives, as well as in our middle school sports program.

Honor Roll

At the end of each marking period students are selected for the honor roll by their grade point average of 3.0 or higher.

Honor Roll 3.0 – 3.49

High Honor Roll 3.5 – 4.00

All A Honor Roll 4.0

Perfect Attendance

Perfect Attendance is awarded to all students that were in school every day all day and have two or less tardies in all classes combined. Three tardies is equivalent to one absence.

Athletics

Students who participate in athletics receive recognition for each sport in which they participate.

Most Improved

Two students per subject area per grade level will be recognized as being the most improved student(s).

Highest Achiever Award

Students who have the highest percentage per subject area per grade level will be recognized.

Peace Builder

Two students per grade level will be recognized for displaying Peace Builder qualities.

Teacher's Choice

Teachers may recognize one student per subject area for accomplishments which are unique and do not fall into any of the other award categories.

Valedictorian and Salutatorian

A Valedictorian and Salutatorian will be selected each year from the promoting class. The Valedictorian ranks first and is considered the top student of his/her class; the salutatorian ranks second and is considered the second highest student in his/her class. Criteria are based on cumulative GPA. In the event that more than one student qualifies for the valedictorian and salutatorian distinctions, the following point system will be used to determine valedictorian and salutatorian:

Most recent CAASPP Score in ELA:

Exceeded: 16 pts.

Met: 10 pts.

Nearly Met: 4 pts.

Not Met: 0 pts.

Most recent CAASPP Score in Math:

Exceeded: 16 pts.

Met: 10 pts.

Nearly Met: 4
pts.

Not Met: 0 pts.

District Assessment ELA:

Top overall score:

1st: 10 points

2nd: 6 points

3rd 2 points

District Assessment Math:

Top overall score:

1st: 10 points

2nd: 6 points

3rd 2 points

The point totals from the above four categories will be used to determine Valedictorian and Salutatorian. In the event that the assessments listed above are not available, the Valedictorian and Salutatorian will be determined using attendance and behavior criteria.

STUDENT SUCCESS AND LEARNING

Social and Emotional Learning

The California Department of Education (CDE) is committed to guiding the process for social and emotional learning (SEL) to be integrated into every student's educational experience. Integrating social and emotional learning will help with educating the whole child. Intensive research is proving that social and emotional learning is essential while striving for academic success and preparing for college and careers.

The California Department of Education has found that "social and emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:

- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions

All these skills are necessary—both for educators and students—to function well in the classroom, in the community, and college and careers."

San Pasqual Middle School is also committed to educating the whole child and aligns with the California Department of Education initiative to integrate SEL into every student's educational experience. To do this, a multi-tiered system of support has been adopted. The diagram below outlines the supports integrated at San Pasqual Middle School.

To promote social and emotional learning, a positive school culture, and address the needs of the students all interventions listed below *except individual student planning/individual school counseling*, are automatically integrated to each middle school student’s education experience. If parents/guardians do not want their child to receive the supports listed below, they must notify the school in writing. Individual Student Planning/Individual School Counseling, require parent/guardian approval and often specific interventions/action plan is discussed during a meeting between school personnel and parent/guardian.

Tier I: Universal Intervention (All Students)	Tier II: Secondary Intervention (Small Group Based)	Tier III: Tertiary Intervention (Individual-Based)
<p>PeaceBuilder Program: Evidence-based program that promotes a positive school culture</p> <p>Classroom Guidance Lessons: Classroom lessons facilitated by School Counselors to address academic, college and career, and personal/social topics.</p> <p>Suite 360: Digital character education and social-emotional learning program</p> <p>Minute Meetings: Minute-long meeting with individual students to build connections and determine if more support is needed.</p> <p>Capturing Kids Hearts: Teachers create high-achieving centers of learning by strengthening students’ connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior.</p>	<p>Student Success Groups: Students meet in small groups with counselors, Student Behavior Alternative Discipline Specialist, or designated support staff to address personal growth topics such as positive school behaviors, bullying prevention, friendship skills, coping skills, healthy habits, stress management, resiliency, career exploration, leadership skills, etc. . . . Various group topics are offered throughout the school year, and identified students are selected to participate in the group that best addresses their needs/area of interest</p> <p>Conflict Resolution: Students who are involved in a friendship problem or mutual conflict with another peer(s) are offered the opportunity to meet with a school counselor, Student Behavior Alternative Discipline Specialist or designated support staff to communicate respectfully and work together to solve the problem effectively and peacefully. This intervention is not utilized to address bullying.</p> <p>Suite 360 Intervention/Restorative Practices: Students who have been identified due to repeated discipline referral infractions will meet with the Student Behavior</p>	<p>Individual Student Planning: Ongoing meetings between student and school counselor to address specific academic, college/career, and personal/social areas of need (parent approval required).</p> <p>Suite 360 Intervention/Restorative Practices: Students who have been identified due to repeated discipline referral infractions will meet with the Student Behavior Alternative Discipline Specialist or designated support staff and will participate in lessons or restorative practices to teach appropriate behavior and redirect inappropriate behavior.</p>

	<p>Alternative Discipline Specialist or designated support staff will participate in lessons or restorative practices to teach appropriate behavior and redirect inappropriate behavior.</p> <p>Safe School Ambassadors: Selected students are invited to participate in a two-day training that teaches students how to identify and respond to mistreatment. Students meet in groups throughout the year to continue practicing the learned skills and empower them to continue enhancing school culture.</p>	
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Suicide Prevention Hotline

If you’re thinking about suicide, are worried about a friend or loved one, or would like emotional support, please call any of the numbers below:

- Imperial County Mental Health Crisis Number: 1-800-817-5292
- National Suicide Prevention Lifeline: 1-800-273-TALK
- Crisis TEXT Line: Text “HELP” to 741741

Invitation to Parents/Guardians

We recognize the important role parents and guardians have in a student’s success at school and encourage you to be actively involved. Please feel free to email or call the teacher and set up an appointment if you ever have a question, concern, suggestion, or a word of thanks. You can call the teacher’s classroom directly. We ask that you try reaching the teacher during the teacher’s plan period to limit the unnecessary disruption in the classroom.

Board Approved Curriculum

- English Language Arts – Houghton Mifflin Harcourt, *Collections*
- Mathematics - Houghton Mifflin Harcourt, *Go Math!*
- Science – Amplify Education, Amplify Science Integrated Course Model, 2018, Gr. 6–8
- Social Studies – Discovery Education
- Sexual Risk Avoidance and Health Education – *Choosing the Best*
 - *Choosing the Best WAY* for grade 6
 - *Choosing the Best PATH* for grade 7
 - *Choosing the Best LIFE* for grade 8
 - Curriculum is available to review upon request.

In addition to the Board approved curriculum, the following curriculum will be implemented in health/PE classes: drugfreeword.com

A.L.I.C.E

ALICE is committed to increasing survivability in a violent intruder event through training proactive response options. There are more ways than one to be prepared for a violent event. Whether you are at a mall, in a theater, grocery shopping, attending a game or listening to a concert, you have options. When ALICE response strategies are implemented, unwilling participants in the event are empowered to choose their best survival option. Seconds count during a violent event and the actions taken in between when the event begins, and law

enforcement arrives, are significant and can increase survivability.

A.L.I.C.E. Frequently Asked Questions

1. What is A.L.I.C.E.?

A.L.I.C.E. is a school safety program created in year 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs.

2. What do the letters stand for in the name A.L.I.C.E.?

A.L.I.C.E. is an acronym that stands for:

ALERT: Get the word out that a threat exists

LOCKDOWN: Secure a place to stay as much as possible as a starting point to buy time.

INFORM: Give constant, real-time information throughout the building using all available technology.

COUNTER: This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.

EVACUATE: The goal is to move students out of the danger zone. It's important to be prepared to escape.

3. Does the San Pasqual Valley Unified School District have plans and procedures in place for crisis situations?

Yes. SPVUSD considers the safety of students and staff their highest priority and has developed strong crisis plans and procedures for our schools. Although we hope we will never need to activate these procedures, we conduct regular drills and review our plans annually.

4. Why do we need to add anything more? Isn't it enough just to lock the building and keep students inside if someone is threatening them?

Traditionally, schools have used a procedure known as "lockdown" which essentially means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better prepared if a crisis situation occurs. Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building. Rescue by the police can take some time. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

5. How much time will the training take away from learning?

A.L.I.C.E. training will take the place of the lockdown drills we've been doing. The length of the training time

for students may range from 15 to 30 minutes, depending on the age of the students. Practice/drills will take place periodically throughout the year and will be scheduled by the site principal. They will be practiced during different class periods.

6. How will students be trained?

Training will be age-appropriate and will take place in the classroom with their teacher leading the discussion **and lessons**. Discussions with younger students will be an extension of “stranger danger” discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. There is no drill planned as part of this initial training. 7. How many organizations are currently using A.L.I.C.E. as part of their safety protocols? Nearly 2 million students have been training or are currently being exposed to this program. Although A.L.I.C.E. was started in a kindergarten through grade 12 school setting, the program is now being used in universities, colleges, hospitals, churches, corporations, and government offices.

7. How many organizations are currently using A.L.I.C.E. as part of their safety protocols?

Nearly 2 million students have been training or are currently being exposed to this program. Although A.L.I.C.E. was started in a kindergarten through grade 12 school setting, the program is now being used in universities, colleges, hospitals, churches, corporations, and government offices.

For information on the A.L.I.C.E. program please check out their website at <https://www.alicetraining.com/>.

STATEWIDE TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress

Smarter Balanced Assessment Consortium Assessments

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for science.

California Alternate Assessments (CAA)

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

Standards-based Tests in Spanish (STS) for Reading/Language Arts

California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a

computer- based assessment that is aligned with the California CCSS en Español. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

California will transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students’ English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

California Department of Education | January 2018

Family Connection Conferences

Parent conferences will be held in the Fall and Spring. In addition, parents are encouraged to meet the teachers as needed throughout the school year. Please make sure to make an appointment with your child’s teacher to ensure that you have the time you need.

October 17, 2024, from 1:30pm - 6:30pm

October 18, 2024, from 1:30pm - 3:00pm

March 20, 2025, from 1:30pm – 6:30pm

March 21, 2025, from 1:30pm – 3:00pm

Middle School Promotion Criteria

Students must achieve the following two benchmarks (academic and citizenship) to be promoted to the next grade level:

1. Grade Point Average (GPA) of 2.00 or better in ALL courses.
2. Satisfactory Citizenship
 - a. Not more than 18 excused or unexcused absences per school year.
 - b. Not more than 5 days of suspension per semester.
 - c. Not more than 5 discipline referrals per semester.

If students do not meet the above criteria:

1. Students may not be promoted to the next grade.
2. Eighth (8th) graders will not be allowed to participate in any promotion ceremony or activity.
3. Eighth (8th) graders will not be allowed to attend the end-of-year activity/field trip.
4. Eighth (8th) graders will not be allowed to attend the formal 8th grade dance.

Promotion Recovery Criteria

Students can only be promoted if:

Academics

1. Students participate in and successfully complete summer school with 95% attendance.
2. They score “Met” or “Exceeded” on the current year’s CAASPP assessment in the areas of Language Arts and Mathematics. Scores for these tests do not arrive until August.

Attendance

1. They make up absences beyond the 14 excused or unexcused absences allowed by attending after school sessions, Saturday School, or Summer School. Two after-school days will make up one school day, starting in March, as long as the students has stayed for at least 1 Saturday School.

Citizenship

1. They regain citizenship for referrals beyond the 5 (per semester) allowed, and 5 (per semester) suspension days allowed, by earning points through working at lunch and/or after school.

8 points = 1 referral or suspension day

Lunch – Cleaning in the cafeteria= 1 pt.

1 hour* after-school with approved staff member = 6 pts.

2 hours after school with approved staff member = 16
pts.

*Preapproved community service will be accepted.

Homework

The staff at San Pasqual Valley Middle School recognizes homework as an integral part of a child's learning experience. As a part of the education of all students, homework will be assigned at least twice a week, on a regular basis. There will be a few weeks during the year that homework won't be assigned, for example, during state testing. Research supports homework as a vehicle to improve academic achievement through increased learning time. Students shall be able to complete homework assignments independently. Through homework assignments, students will develop responsibility, self-direction, and organizational skills. Homework will enhance the skills needed to become a lifelong, independent learner.

Make Up Work

It is the responsibility of the student returning from an absence, excused or unexcused, to ask for assignments missed. Students may ask for future assignments for known upcoming absences. Please be aware that students will be assigned a failing grade for work not made up due to an absence. Regular attendance is extremely important for students to be successful and maintain a 2.00 or higher GPA. Make-up work will only be allowed to be turned in within a 2-week period.

STUDENT ACTIVITIES

Extracurricular and Co-curricular Activities

In order to promote academic excellence, all students participating in extracurricular (such as sports), and co-curricular activities (such as ASB or Middle School Princess/Warrior), shall demonstrate satisfactory academic progress, behavior, and attendance. Students who are not demonstrating satisfactory academic progress, behavior, or attendance will not be eligible to participate in extracurricular activities. Extracurricular activities are programs that have all of the following characteristics:

- The program is supervised or financed by the district.
- Pupils participating in the program represent the district.
- The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, and do not offer credit. A student must be in full attendance on the day of an athletic event unless excused by a court appointment, or

other approval by the administration. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom or school day and may be graded. Extracurricular activities, including but not limited to, field trips, picnics, track and field day, that are sponsored by the school or by ASB will require students to meet attendance, behavior, GPA criteria in order to participate.

Field Trips

Educational field trips are taken to enhance the curriculum at the various grade levels. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to experiences in their community and others. Parents will receive notices of field trips in advance of the scheduled trip date and will always be asked to sign field trip permission forms. Parents MUST sign and return permission slips in a timely fashion for their child to participate. Failure to do so may exclude a child from attending. Please be cognizant of the time the field trip is scheduled for departure. When district transportation is provided, students may be released from using district transportation only with the advance written permission of their parents/guardians. In such cases, a twenty-four-hour prior written permission is requested.

A student is subject to the district's student disciplinary procedures if he/she violates any of the policies, behavior guidelines, or state and federal law while on a field trip.

If the student's behavior is considered a safety issue for him/herself or others or does not meet the behavior guidelines outlined under *General Student Conduct* of this handbook, the school reserves the right to not allow a student to participate in an extra-curricular event, field trip, etc. Students who receive a referral that requires In-School Restriction or Out-of-School Suspension will not participate in physical education, extra academic activities, or field trips if the student is required to complete the In-School Restriction or Out-of-School Suspension during the scheduled field trip or activity. Disciplinary consequences are issued immediately once administration is made aware of the behavior infraction. Consequences will not be delayed or postponed to accommodate a student's participation in a school event.

Academic Eligibility

In order to participate in extracurricular or co-curricular activities, such as ASB, sports, Strong Hearts Pageant, a pupil shall demonstrate satisfactory educational progress in the previous grading period having earned a minimum of

2.00 GPA during the preceding grading period. At the beginning of each extracurricular or co-curricular activity, a grade check will be conducted to determine each players' eligibility. Grade checks will continue throughout the duration of activities to ensure students continue to maintain good academic standing.

The "previous grading period" is defined as the previous 9-week term. The previous year's 2nd semester grade shall be used to determine student eligibility status at the beginning of each school year.

Ineligible Period

A pupil who does not achieve satisfactory educational progress in weekly grade checks is deemed ineligible to participate in extracurricular and co-curricular activities. The pupil shall not be allowed to play games or travel with the team, only attend and participate in practices.

This period shall be for one week, until the new grade check comes out. The student may not travel with the team, sit the bench, or act as a manager or scorekeeper for the game.

The student should attend after-school tutoring or ASES program provided by the school and or attend summer school for assistance to meet the academic requirements needed to gain eligibility. The student may restore eligibility by earning grades showing 2.00 GPA or higher on the upcoming progress report card. At the discretion of the administration and /or teacher, weekly grade checks may also be used to determine eligibility.

For the safety of the student, the student must have participated in practice sessions to be allowed to compete. Students must be present on the day of practice or the day of the game in order to participate in practice or competition.

ATTENDANCE

Attendance Policy

Regular attendance is vital to a child's success. A child who is not in school cannot learn. For this reason, it is important that all parents/guardians make a commitment to make sure that their child is at school and on time. Please make every effort to adjust doctor appointments and family schedules to minimize time away from school. Please note the following:

- California State Law requires that students will be in attendance during the school day.
- Parents are responsible for notifying the attendance office if their child is absent. Parents can call the school from 7:30am-3:30pm, Monday – Friday to let Mrs. Hotel, attendance clerk, know of an absence at 572-0222 (ext. 2300). If calling before or after school hours, a message can be left on the attendance clerk's voice mail.
- If contact is not made by phone, a written note, signed by the parent/guardian, must be sent to the school upon a child's return.
- The school board requires "When students who have been absent return to school, the Board requires that they present a satisfactory explanation verifying the reason for the absence." (BP5113)
- All students must report to the attendance office to obtain an admit slip following an absence. Students will not be allowed back in class by the teacher without an admit slip. The slip clarifies whether the absence is excused or unexcused.
- Excusable absences are illness, medical appointments for the student, court appointments for the student, and bereavement.
- Seven period absences equal one full day of absence.
- Students who are not in a class assigned and do not have a pass to be elsewhere will be considered as ditching class (truant) and will be appropriately disciplined.
- Students who have 10 consecutive unexcused absences may be dropped from enrollment at the school.

What is SARB

Education Code 48200 says that: Students between the ages of 6 and 18 must attend school full-time, unless otherwise exempt, and the legal guardian is responsible for sending them to school every day, for the full length of the day. The School Attendance Review Board (SARB) was established by the California Legislature in 1975 for the purpose of helping students who are not going to school and keeping students and parents out of the court system. The school makes phone calls, sets up SST/SART meetings, sends letters, and makes home visits to help support families before beginning the SARB Process.

The SARB Process:

1. 3 unexcused absences—The 1st SARB letter is sent home
2. 6 unexcused absences—The 2nd SARB letter is sent home and to the District Attorney's Office
3. 9 unexcused absences—The 3rd SARB letter is sent home, and the SARB panel may summon the family to SARB hearing to address the issue. If placed on a contract during the hearing and it is not adhered to, you may be subject to citations from the Imperial County Sheriff's Department which will result in financial fines and court appearances before the Deputy District Attorney.

Tardy Policy

Students who are not in class when the bell rings are considered tardy, and the classroom teacher will sign

the behavior log. Excessive tardiness will result in in-school restriction and possibly referral to the SARB committee.

Early Departures during the School Day

When a parent or guardian wishes to pick up their child before the regular dismissal time, a written note is required. **The note is to be presented to the office before 11:00 am.** Class will not be interrupted to call a student to the office. If a student needs to leave school due to illness, doctor's appointment, or any other reason, the parent must sign the student out in the front office before leaving campus. Upon returning to school, the student must sign in with the attendance office. Failure to do so will result in the absence not being excused. Student attendance counts during school-wide activities (e.g. dances, assemblies, etc.). **A student may not be released early on a continual basis. Patterns of early departure or consistent appointments made at the same class time will result in the student being marked absent or tardy, depending on the amount of class time that is missed.** The school encourages all doctor and dental appointments to be made after the instructional day has ended. The school does not release a child to anyone other than the parent, legal guardian, or adult listed on the school record.

Student Withdrawal from San Pasqual Middle School

State law requires a withdrawal form which must be signed by the parent/guardian and an attendance clerk of the school. A student withdrawal form must have each instructor's signature and a withdrawal grade. Withdrawal is complete when a student has cleared with the Library, PE department, counseling office, the principal's office, and the receiving school request records. Records will not be forwarded until all materials are returned and/or fines paid.

HEALTH SERVICES

Covid-19

SPVUSD will update stakeholders as necessary with any changes to COVID-19 safety precautions and procedures.

Emergency Health Information

Emergency information obtained from the parent/guardian is used to contact a parent/guardian in an emergency. Please make sure that information in the office is accurate and current. Please inform the school as soon as your child's health status changes.

Medication

Students are not permitted to have medication of any kind in their possession while on campus, unless it is an inhaler that is prescribed, and paperwork is on file in the office. Whenever possible, we encourage parents and students to work out the dosage schedule with the doctor so that medication is not given during school hours. Only medication prescribed by a licensed physician in the United States may be administered at school. The licensed physician must include the name of the medication, method, dosage, and time schedule by which the medication is to be dispensed. The school will not dispense medication without a Medical Release Form completed and signed by the parent and a licensed United States physician. All medication must be submitted to the school office in their original container with the original label attached and will remain locked in the school office. Please contact the site office for a copy for the Medical Release Form.

Sick Children at School

Students with a contagious disease such as a virus, impetigo, head lice, conjunctivitis (pink eye) should not

come to school unless the disease is no longer transmittable. Students with an unknown rash may be sent home until a doctor's note is provided stating the rash is not contagious. Students with contagious conditions will be sent home. A doctor's note will be required if the absence is more than three days. **Please contact Mrs. Hotel, attendance clerk, (760) 572-0222 ext. 2300, when your child needs to stay home due to illness.** It is the responsibility of the student to make up all work in a timely manner upon return. Any student that has been sick with vomiting or diarrhea must be symptom free for 24 hours before returning to school.

Immunizations

To protect those in educational settings and communities from communicable disease outbreaks, the state of California requires documentation of immunizations of students before entering school. Annual review of student health records is mandated by state law. Parents are required to supply updated immunization records on any students who have deficient records. Students that do not have proper immunizations will not be admitted to school until proper documentation is provided by the last school day in September. This could put you and your student in a position to start the SARB process. Vaccinations are available through your primary care provider, Clinicas in Winterhaven, or the health department in El Centro. These records must be one of the following:

- A copy of the hospital, clinic, or doctor's office record.
- The California (or other state or country) Immunization card (baby shot book)
- The records from the child's previous school.
- 7th graders require: Tdap, MMR, and Hepatitis B

BUS TRANSPORTATION

Your child's safety is our priority. For this reason, there will be a limit of FIVE Change in Transportation Request/Change in Student Dismissal Procedures per year. This request can only be accepted in **written form**. Phone calls requesting a change will not be accepted for the safety of your child. We understand that at times emergencies arise and parents/guardians must make a request by phone. In this case and for the safety of your child, all requests must be made prior to 11:00AM each day.

Bus Rules

1. Follow instructions the first time.
2. Stay in your seat.
3. Keep hands, feet, and objects to yourself.
4. No name calling, put-downs, or bad language.
5. No eating, drinking, or chewing gum.

Consequences for Mischievous Bus Behavior

Driver stops the bus and investigates: Name in driver's book, student placed in front of bus, last one off the bus stop, parent contacted.

1. First Bus Referral
 - Student Conference, Parent Contact, Site Discipline Plan
2. Second Bus Referral
 - Student Conference, Parent Contact, Site Discipline Plan AND three (3) Day Bus Suspension.
3. Third Bus Referral
 - Student Conference, Parent Contact, Site Discipline Plan AND five to ten (5 - 10) Day Bus Suspension.
4. Fourth Bus Referral
 - Student Conference, Parent contact, Site Discipline Plan AND revoke bus privileges

or the rest of the year.

Severe Bus Behavior

Students that exhibit severe bus behavior put others on the bus at risk. This will not be tolerated. The consequences will be at the highest levels. This includes fighting, throwing objects, and vandalism.

CLASSROOM BEHAVIOR EXPECTATIONS

Good conduct is of primary importance to both staff and parents/guardians. The maintenance of orderly conduct of students is necessary in every school situation to ensure the safety and health of all. Effective discipline is necessary for quality education and academic achievement.

The school's fundamental philosophical basis of good conduct is that students are responsible for their own actions and are expected to show consideration and respect for the rights of others. This includes, but is not limited to, the right to take advantage of available educational opportunities without interference from others. We encourage and expect students to think responsibly when making decisions. These expectations are the basis upon which our discipline procedures are formulated.

Classroom Plan for Success

1. Be prepared for class before the bell rings.
2. Keep hands, feet, and objects to yourself.
3. No profanity, put downs, or arguing.
4. Follow directions the first time given.
5. Do not disrupt classroom function.

Positives

1. Positive notes
2. Phone calls home
3. Praise Notes
4. Peace Referral to Administration

Consequences

1. Warning
2. Sign behavior log.
3. Sign behavior log. Buddy Room or ISR if Buddy Room is not available.
4. Referral to Administration

Severe - Automatic step 4

- fighting, vandalism, profanity, dangerous objects, prohibited articles, threatening students or staff, nicotine/alcohol/drugs, bullying.

Rule of 5

Students that have five (5) or more behavior log signatures for disrupting learning during the week (all classes combined) will be assigned one (1) day in-school restriction (ISR) or two (2) days of after school detention served in the ISR room at the discretion of the teacher and/or administration. Attempts will be made to notify parents/guardians before students are assigned a date for the after-school portion of ISR. Teachers and administration will explore alternate consequences for students who receive Rule of 5 repeatedly.

GENERAL STUDENT CONDUCT

PeaceBuilders ©

San Pasqual Valley Unified School District is a PeaceBuilder District. PeaceBuilders is a research-validated violence prevention youth program. It is a comprehensive program that shifts the entire climate of a school or district to a peaceful, productive, and safe place for children, parents, and staff. In the school setting, PeaceBuilders increases academic achievement by allowing teachers to spend more time teaching and less time disciplining. In all settings, the program creates a peaceful environment by increasing positive, respectful, thoughtful behavior, while decreasing violence and disruptive behavior. Children who are in a positive, peaceful, environment, feel positive, ready to learn, and are able to process abstract concepts more easily.

PeaceBuilders Pledge: "I am a Peace Builder. I pledge to praise people, to give up put-downs, to seek wise people, to notice and speak up about hurts I have caused, to right wrongs, to help others. I will build peace at home, at school, and in my community each day."

Teachers teach weekly PeaceBuilders lessons in their advisory class. The PeaceBuilders Program affects the whole school by increasing cooperation, achievement and individual success.

Student Conduct

Our school has an obligation to maintain discipline and safety on campus during the school day or for school sponsored events, off campus for school sponsored events, on the bus, and at the bus stop until the child reaches home. This is for the safety and security for all students and employees (BP 3515). Schools will notify parents as soon as possible regarding student discipline infractions, not to interfere with maintaining safety and discipline, or violating the rights of the child or parents.

Students are responsible for their own successes and failures. A person develops positive self-esteem by making appropriate choices and by accepting responsibility for poor ones. It is important that students understand that safe, proper, and responsible behavior will be expected at all times. Disciplinary action will be taken when any individual's actions threaten the safety of others or interfere with the teacher's right to teach and the student's right to learn. Any staff member (teachers from any campus, substitutes, instructional assistants, cafeteria workers, bus drivers, custodian, office personnel, or security) in the school has the right and responsibility to correct unruly individuals any place on campus, or at school-sponsored events, at any time. Students are accountable to school and district rules, as well as state and federal laws, from the time they leave for school until they arrive home or are in the custody of a parent/guardian.

General School Procedures

- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself.
- Use appropriate language at all times.
- Leave snacks and personal property at home.

Cafeteria Procedures

- All students are expected to go through the cafeteria line for breakfast and lunch.
- Students must eat breakfast and lunches in the cafeteria.
- Use inside voices.
- Remove hats and caps inside.
- Best manners are expected.
- Wash hands after using the restroom.
- No loitering (students should be seated, not standing).

- Clean up after yourself.

Closed Campus

San Pasqual Valley Middle School has implemented a closed campus policy. Students are expected to be on the middle school campus at all times during the school day. Students can eat a hot lunch or sandwich, fruit, fresh vegetables, and milk in the cafeteria. Students may not leave campus for lunch. Students found off the middle school campus without permission will be considered truant and disciplined accordingly.

Carrying Out Staff Directions

A student shall promptly carry out the directions of any member of the San Pasqual staff, including substitute teachers, during school hours and at all school-sponsored events on or off campus. The student will have the right to appeal such directions **after** carrying them out. Appeals should be made to a member of the administrative staff. Students who run, refuse to give proper identification, or fail to go to the Administrative Offices when instructed to do so by any staff member will be subject to disciplinary action.

Care of School Property

Students are responsible for the care of all equipment and materials issued to them, including but not limited to books, ID cards, sports uniforms, and equipment. Students shall not deface walls or other school property by writing, painting, or carving on them. Both the student and parent are responsible for damage or loss of the above and will be required to pay fees to replace these items. Please keep San Pasqual Valley Middle School clean! Put your litter in the trash cans.

Computers and the Internet

Students may have access to the Internet if they complete the Internet Usage License Agreement. They must abide by the rules governing student access and use. Exchange of messages (i.e. text, photos, videos, or other content) may NOT be conducted during school hours including after school activities (sports and co-curriculum, ASES) or on school campus. Inappropriate sites (i.e. Facebook, Snapchat and all other social networking sites) may not be accessed. Students who abuse the privilege will lose their right to access the Internet and electronic devices may be confiscated. Signing the Internet Usage License Agreement is considered the student's first warning.

Student Dress Code and Behavior Guidelines

The San Pasqual Unified School District strongly believes in and supports the philosophy that all students have the right to a safe and secure school structure, learning climate, and academic environment. For this reason, we incorporate policies and regulations that define standards for student behavior based on widely accepted morals and values that help define appropriate dress, grooming, and behavior.

The purpose of the dress code is to eliminate possible disturbances and foster good dress and grooming habits in students. Students' attire shall not lead school staff to believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities or the instructional environment. In addition, students' attire shall not create a health or safety, or other hazard to the student's safety or to the safety of others.

Students with facial piercings may be required to remove such piercings during activities in which injury may result, i.e. Physical Education classes. All students are expected to attend school in clean, neat and appropriate student attire. In addition, their personal behavior shall be appropriate for school (no inappropriate displays of affection on campus).

1. Hair shall be clean and neatly groomed.
2. Shoes must be worn at all times. (No slippers or socks)

3. All clothing and other items must be free of any lettering, printing, or graphics that represent, infer, or depict any of the following:
 - a. Crude, vulgar, profane, or sexually suggestive language
 - b. Drugs, tobacco, and alcoholic beverages, including brand names.
 - c. Membership or support of any group(s), gang(s), or the occult that advocates any substance use, violence, or disruptive behavior.
 - d. Degrade others based on gender, race, religion, nationality, sexual orientation, or other related factors.
4. Dress attire must be appropriate and in good taste for a school environment.
 - a. Shorts, dresses and skirts must reach the fingertips with arms at sides and may not contain rips or tears above the fingertips.
 - b. Blouses, shirts, tops, or T-shirts must cover the midriff (stomach area), chest / cleavage, back, or undergarments and may not contain rips or tears which expose these areas.
 - c. Tops must have straps at least 2" wide and these must continue to the back of the garment which must at least reach the shoulder blade. "See through" blouses, shirts, or dresses must have a shirt, camisole, or slip underneath for modesty. No fish net tops, muscle shirts, or oversize tank tops.
 - d. Pants or shorts shall not be so long, short, baggy, or tight as to draw any unnecessary attention to the individual and/or interfere with normal school activities.
 - i. They may be a maximum of 4" larger than the waist (2" when doubled).
 - ii. Pants must fit appropriately, and the belt line must not fall below the hip bone.
 - iii. No undergarments shall be seen at any time.
 - e. All clothing items including pants, shorts, and overalls must be properly worn. Students must fasten overall straps; they may not "sag" at the waist and may not wear long shorts with high socks intending to signal gang affiliation.
 - f. Beanies, hoodies, caps, hats and visors etc. are permissible for weather related purposes but must be worn outdoors only. They should be removed upon entering a building. Bandannas, hairnets, shower caps, and other kinds of head coverings are not allowed.
 - g. Sunglasses are not permitted

All inappropriate items will be confiscated until the end of the day. Repeated offenses will be reviewed, and the Discipline Matrix will be followed.

HARASSMENT AND BULLYING

Harassment and bullying may be verbal, visual, physical, or sexual advances that result in interference with a pupil's academic performance or create an intimidating, hostile, or offensive educational environment. Harassment or bullying of any kind will not be tolerated! Pursuant to Ed. Code 48900.2, "A pupil may be recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Penal Code Section 212.5." Also, a pupil may be recommended for expulsion if the pupil has 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. Harassment in any form by an adult or student should be reported immediately to any school employee.

Bullying Awareness

What does bullying look like?

TYPES OF BULLYING BEHAVIOR

PHYSICAL BULLYING

Causing physical harm to someone

Hitting, kicking, pushing, punching, scratching, pinching, spitting on, tripping, slapping, pulling hair, choking, etc.

VERBAL BULLYING

Using words to cause fear or harm to someone

Name-calling, teasing, threatening, making inappropriate comments about someone's culture, race, or physical appearance

SOCIAL BULLYING

Preventing someone from having relationships with others

Excluding, gossiping about someone, telling others not to be friends with someone, embarrassing someone in front of others

What is bullying?

IDENTIFYING FACTORS

IMBALANCE OF POWER

Imbalance of Power could mean:

- Older vs. younger student
- Larger vs. smaller student
- Well-known vs. unknown student
- Group of students vs. individual student



REPEATED

Repeated could mean:

- Happens every day
- Happens at a repeated time of day
- Happens in a repeated location
- Happens often enough that it becomes predictable



CAUSES FEAR AND HARM

Fear and Harm could mean:

- Physical markings (bruises, scratches)
- Negative change in self-esteem
- Suddenly afraid to go to school
- Suddenly withdrawn



BULLYING

The presence of all 3 factors in a situation qualifies the situation as bullying

Please report any bullying incidents right away to your child's teacher, principal or counselor! We are here to help!



CONFLICT VS BULLYING

Understand the difference

Conflict:

- A Disagreement or Difference of Opinion
- An Inevitable Part of Group Dynamics
- Equal Power Between Those Involved
- Usually an Isolated Incident/Occasional
- All Involved Make An Effort to Resolve the Situation

Bullying:

- Based on an Imbalance of Power
- The Intent to Harm - On Purpose
- Happens Repeatedly
- Serious - Causes Physical or Emotional Harm
- Does Not Stop When Asked
- Should Always Be Reported**

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www.bulliesout.com

Registered Charity Number. 123070

HOW TO RAISE RESILIENT KIDS WHO NEVER GIVE UP

BASED ON SCIENCE



1 Be a Supportive Role Model

Model resilient behaviors. Be calm and consistent. Admit your own mistakes and talk about how you'll get better next time.

2 Let Them Make Mistakes

Let them see the consequences of their actions. They will learn how to bounce back from their mistakes and do better next time.



3 Praise The Right Way

Give "process praise" by focusing on strategies, progress, or effort: "I can tell you've been working really hard." or "You really understand decimals."



4 Teach to Manage Emotions

Teach that all emotions are okay. Deal with bad behavior to set limits. Brainstorm ways to fix the problem and prevent it in the future.



5 Teach to Problem Solve

Don't rush to solve problems for them or tell them the solution. Brainstorm solutions to address the challenge. Discuss potential consequences of each solution.



A GUIDED GROWTH MINDSET JOURNAL FOR KIDS

BigLifeJournal.com

What is NOT Bullying?

**When someone says or does something unintentionally hurtful and they do it once, that is RUDE!
For example, a simple conflict or argument is NOT bullying.**

**When someone says or does something intentionally hurtful and they do it once, that is MEAN!
For example, a game gone too far is NOT bullying.**

Bullying Prevention Policy

The San Pasqual Valley Unified School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The San Pasqual Valley Unified School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The San Pasqual Valley Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the San Pasqual Valley Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Code of Conduct (PeaceBuilder Program, Safe School Ambassadors, School-wide rules, Rules Matrix) will be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

Students who require additional support in refraining from harassment or bullying type behaviors will be required to adhere to terms outlined in a conflict resolution contract and/or an anti-bullying contract. Both the students and his/her parent/guardian will be required to sign the Conflict Resolution Contract and/or the anti-bullying contract, which is as follows:

Conflict Resolution Contract

1. *Student will* communicate in a respectful and safe manner (no negative verbal exchange, no hostile notes, and no threats).
2. *Student will* not communicate any information about *their peer(s)* to other people (no gossiping, sharing rumors, etc.. .)
3. *Student will* not engage in any physical contact with their peer(s)
4. *Student will* carry themselves with a neutral body language (no dirty looks, no eye rolling, no threatening stance or gestures)
5. *Student will* not make negative posts or comments about the other student(s) on social media.
6. *Student will* go to the office to seek for guidance if any future problems arise.

If the terms of this contract are violated at any time, a referral will be submitted to the principal and disciplinary action will be taken.

Anti-Bullying Contract

Our goal at San Pasqual Valley Middle School is to provide each student with a safe learning environment.

Bullying is defined as ***intentionally aggressive behavior that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying – or any combination of these); it involves an imbalance of power, and it is often repeated over time.*** At San Pasqual Middle School, bullying will not be tolerated. Bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviors attributed to bullying include:

1. Pushing, hitting, kicking, or throwing things at someone.
2. Stealing or damaging someone else's property.
3. Calling another person negative name or mocking.
4. Excluding another person on purpose, or for no reason.
5. Engage in gossip or spreading rumors about someone.
6. Threatening/intimidation/harassment

Bullying that takes place on or immediately near the school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop will not be tolerated. It also applies to ***“cyberbullying”*** or the use of any electronic communication device to harass, intimidate, or bully. If a student is found to be harassing or bullying another student, appropriate disciplinary action will be taken against the harasser.

Student’s Responsibility

I, _____ understand that my previous behavior, by definition, is bullying, and I fully understand that San Pasqual Middle School has zero tolerance towards bullying. I will also be aware of the consequences I will face if my behavior continues in this way. I also promise that I will do my best to keep our school safe and well cared for, ceasing to engage in bullying behavior and following these simple rules.

- Treat other students with kindness and respect
- Resolve differences with other students in a peaceful way
- Be aware of and follow the school’s anti-bullying policies and procedures
- Refuse to join in gossip or spreading rumors
- Include others
- Refuse to join if you someone else being bullied and report
- Notify a parent, teacher, school counselor or administrator when bullying does occur
- Practice new behaviors and ask for help if you do not know how to handle the situation

THE BULLYING WILL NOT BE TOLERATED

The administration has the right to determine action taken for all offenses in order to maintain and protect school safety and harmony. Some occurrences may require maximum consequences, even for a first offense. The following actions will be taken by administration dependent on the type of behavior for which a student is referred for action (at the discretion of the administrator)

The guidelines for disciplinary action against these infractions are:

1st Offense: Suspension within the school for at least half a day, depending on the severity of the infraction. **2nd Offense:** Suspension within the school for at least one day, depending on the severity of the infraction. **3rd Offense:** Suspension out of school for at least one day, depending on the severity of the infraction.

Fighting and Spectators

No fighting will be tolerated on campus or bus stops, or at any off-campus school sponsored event. Fighting will result in consequences that may include suspension and possible recommendation for expulsion. Spectators that record, publish, and/or encourage fighting will receive consequences. Administration, Behavior Intervention Specialist, Outreach Consultants or School Counselors are available to help students settle differences with other students or groups of students.

Electronic Devices

All electronic devices including (but not limited to) Cell phones, iPods, tablets, gaming devices, pagers, and MP3 players must be "off and away" at all times except if being used for an appropriate, teacher-approved, academic-related task. Off and away means turned off and kept inside of backpacks. Such devices pose a potential disruption to the educational process and will not be used on campus.

Students using an electronic device during the school day without staff approval must surrender the device to the staff. A parent may be responsible for picking up the confiscated device. These devices are often targets of theft and are seldom recovered. When students bring electronics to school, they assume all responsibility for the items. The school is not responsible for lost or stolen electronics at school.

Prohibited Articles and Practices

Chewing gum is not permitted in school vehicles, on campus, or at school activities.

Public displays of affection such as but not limited to kissing, hugging, holding hands, inappropriate touching, and sitting in someone's lap are not allowed on campus or at school activities.

Writing and exchange of notes is also prohibited. Any notes confiscated will be reviewed and staff will determine disciplinary consequences.

Students may bring water only for the purpose of staying hydrated while at school. No other beverages are allowed on campus during the school day or after school events unless pre-approved by staff or administration.

To foster a safe educational environment, the Governing Board shall focus on keeping District schools and students free from the threat or harmful influences of any group(s) or gang(s) which advocate substance use, violence, or disruptive behavior. Therefore, we prohibit the use of gestures that symbolize membership to gangs such as "hand signs" or threatening body language such as "mad dogging" (staring another down), and we prohibit the possession of the following items:

- A. Weapons, guns and knives (or toy imitations), cake cutters, screw drivers, knuckles, and/or other items that can be used to cause great bodily injury.
- B. Explosive devices and other dangerous items such as caps, explosive pens, laser pointers, fire

- crackers, fireballs, and cherry bombs.
- C. Drugs, alcoholic beverages, narcotics, cigarettes, cigarette lighters, matches, and look-alike items.
 - D. Open beverage containers.
 - E. Any beverage other than water.
 - F. All water bottles must be clear
 - G. Tobacco or any tobacco related products are always prohibited on school grounds.
 - H. Gambling devices such as dice and playing cards.
 - I. Chains and/or chains used as bracelets, necklaces, or attached to belt loops, wallets, or pants.
 - J. Cellular phones and electronic devices are allowed with the provision that they remain off and away during school hours and after school activities unless permission is given for the student to call home or for a teacher approved school related activity. Students bring these items at their own risk and the school is not responsible if such items are lost, stolen, and/or damaged.
 - K. Any apparel, jewelry, accessories, notebooks or backpacks with graffiti, web belts, military-type buckles, belts that hang below the waist, belt buckles with initials and/or names, any manner of grooming or gesture, or any other attribute that connotes membership in a potentially dangerous group or gang as described above.
 - L. All forms of “white out” and any permanent markers are prohibited.
 - M. Dangerous jewelry such as spiked jewelry, dog collars, large sharp rings, earrings etc.
 - N. Water balloons and water guns.

Prohibited items will be confiscated by school personnel. Items under A, B, C and D are illegal and will be turned over to the Imperial County Sheriff’s Department. Skateboards, wave boards, etc. shall not be ridden on school property at any time. Any personal item brought to school shall be the sole responsibility of the student. The school shall not be responsible for any student’s item which is lost, stolen, and/or damaged.

Weapons, guns, knives, drugs, alcoholic beverages, tobacco products, illegal substances, and/or narcotics will not be tolerated. Students found in violation will be subject to restorative practices, school resource meetings, and may be subject to suspension and possibly recommended for expulsion.

Students who violate Behavior Guidelines shall be subjected to the discipline as delineated in the Discipline Matrix. Parents shall be contacted in cases of repeated violations and shall be encouraged to support our efforts to provide a safe and secure school environment.

Gang and Gang Related Activities

The SPVUSD does not support or condone gang membership or gang activity. School Administration shall regularly consult with law enforcement officials to identify gang-related items, symbols and behaviors.

No student shall commit any act that furthers gangs or gang-related activities. A gang is any identifiable organization, association, group, or club whether formal or Informal, which exists without the sponsorship or authorization of the school, having as one of its primary activities the commission of anti-social behavior, criminal behavior, or the purposeful violation of any SPVUSD policy, and having a common name or common identifying sign, colors or symbols. Conduct prohibited by this policy includes:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry,
- emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- Communicating either verbally or non-verbally (gestures, hand signals, handshakes, slogans,

- drawings, etc.), to convey membership affiliation in any gang or that promotes gang affiliation;
- Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
 - Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person related to gang activity;
 - Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
 - Soliciting others for gang membership;
 - Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that relates to gang activity.

Searches and Seizures

School administration reserves the right to search and seize when there is reason to believe that material or matter detrimental to the safety, health, and welfare of one or more students exists. A safe and orderly campus is of vital importance to all. Your support in this matter is necessary and appreciated. School administration also reserves the right to include law enforcement presence to assist in search and seizure if deemed appropriate.

Privacy Notice to students

There is No Privacy Interest in District lockers, desks, or personal backpacks. Lockers and desks assigned to students are the property of the district. District employees will from time-to-time inspect lockers, desks and/or backpacks for numerous health and safety purposes. Such purposes include, but are not limited to, inspecting lockers, desks, or backpacks to ensure that contraband such as drugs, alcohol, cigarettes, or weapons are not stored in school lockers, desks, or backpacks, or that food items do not remain in lockers or desks creating a health hazard or an attraction to insects and rodents. Because school employees may from time-to-time enter student lockers, desks, or backpacks, students are cautioned that they should not keep personal belongings in their lockers, desks, or backpacks that they do not want District employees to see. Students must keep those items which they consider to be private at home if they do not want District employees to see them. The purpose of this notice is to prevent the district from unintentionally violating your privacy.

Administrative Discipline for Grades 6-8

The administration has the right to determine action taken for all offenses in order to maintain and protect school safety and harmony. Each incident is considered independent of others with respect to its severity, exact nature, setting, and past performance. Some occurrences may require maximum consequences, even for a first offense. The following actions will be taken by administration dependent on the type of behavior for which a student is referred for action (at the discretion of the administrator):

Mischivous Behavior* (Referral is made after use of teacher's five-step classroom plan approved by administration)	Severe Behavior* (Referral is made as a result of fighting, drugs, vandalism, overt defiance, and stopping the class from functioning.)
<p>MISCHIEVOUS BEHAVIOR</p> <p>1st Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone) • ISR/Suite 360 Lesson)/Refer to Student Behavior Alternative Discipline Specialist • (Students complete standard related work packets. Any work missed in class will be made up on student's own time.) <p>2nd Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone) • ISR/Suite 360 Lesson)/Refer to Student Behavior Alternative Discipline Specialist • (Students complete standard related work packets. Any work missed in class will be made up on student's own time.) <p>3rd Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson/Refer to Student Behavior Alternative Discipline Specialist (Students complete standard related work packets. Any work missed in class will be made up on student's own time.) <p>4th Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson/Refer to Student Behavior Alternative Discipline Specialist Students complete standard related work packets. Any work missed in class will be made up on student's own time.) • COST/SST Referral • Family Resource Center Referral <p>5th Referral</p> <ul style="list-style-type: none"> • Refer to Level 1 of Severe Column • Refer to Student Behavior Alternative Discipline Specialist 	<p>SEVERE BEHAVIOR</p> <p>1st Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson (student work is sent for)/ Refer to Student Behavior Alternative Discipline Specialist • 1-5 days OSS • SST/COST Referral/Behavior Contract • Family Resource Center Referral • Recommendation for Expulsion (Ed. Code 48915) • Possible Alternative Program placement in district or county <p>2nd Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson (student work is sent for)/Refer to Student Behavior Alternative Discipline Specialist • 1-5 days OSS • SST/COST Referral/Behavior Contract • Family Resource Center Referral • Recommendation for Expulsion (Ed. Code 48915) • Possible Alternative Program placement in district or county • Possible citation for 2nd drug offense and drug presentation <p>3rd Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson (student work is sent for)/Refer to Student Behavior Alternative Discipline Specialist • 1-5 days OSS • SST/COST Referral/Behavior Contract • Family Resource Center Referral • Recommendation for Expulsion (Ed. Code 48915) • Possible Alternative School Placement in district or Count <p>4th Referral</p> <ul style="list-style-type: none"> • Student Conference with Administration • Parent Contact (Note or Phone)/Parent Conference • ISR/Suite 360 Lesson (student work is sent for)/Refer to Student Behavior Alternative Discipline Specialist • 1-5 days OSS • SST/COST Referral/Behavior Contract • Family Resource Center Referral • Recommendation for Expulsion (Ed. Code 48915) • Possible Alternative Program placement in district or County <p>5th Referral</p> <ul style="list-style-type: none"> • Referral to School Board for Possible Action • Referral to Alternative Education Programs within District or County

CALIFORNIA EDUCATION CODE FOR STUDENT DISCIPLINE

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts that are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus and during or while going to or coming from a school-sponsored activity.

EDUCATION CODE, SECTION 48900:

A student who has committed the following acts is subject to discipline by suspension or expulsion:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, 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.
- (c) 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.
- (d) 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 then 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.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) 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.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k)
 - (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, 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.
- (n) 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.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization of body is officially recognized by an educational institution, which 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.

- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, 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.
 - (i) A message, text, sound, 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.(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.
- (s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following.
- (1) While on schoolgrounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of 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).

EDUCATION CODE 48900.2: SEXUAL HARASSMENT:

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Add. Stats. 1992, Ch. 909).

EDUCATION CODE 48900.3: HATE VIOLENCE:

In addition to the reasons specified 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.

EDUCATION CODE 48900.4: HARASSMENT, THREATS, OR INTIMIDATION:

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

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on schoolgrounds.
- (2) While going to or coming from school.
- (3) During lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

EDUCATION CODE 48900.5: REQUIRED OTHER MEANS OF CORRECTION/EXCEPTIONS:

"At the very minimum...students who are threatened with removal from school, depriving them of the fundamental right to a publicly financed education, are entitled to notice of the grounds for the removal and an opportunity to be heard."
(Goss v. Lopez)

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place the documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 560026, may be suspended, subject to Section 1415 of Title 20 of the United States code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of section 48900 or that the pupil's presence causes a danger to persons.

- (b) Other means of correction include, but are not limited to, the following:
 - (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
 - (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
 - (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the

- pupil and his or her parents.
- (4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec.794(a)).
 - (5) Enrollment in a program for teaching prosocial behavior or anger management.
 - (6) Participation in a restorative justice program.
 - (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
 - (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
 - (9) Any of the alternatives described in Section 48900.6. (Amend. Stats. 2012, Ch. 425)

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

EDUCATION CODE 48900.7: SUSPENSION OR EXPULSION FOR TERRORISTIC THREATS:

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

EDUCATION CODE 48900.8: SUSPENSION, EXPULSION, PARENT NOTIFICATION AND STATE DEPARTMENT OF EDUCATION REPORT:

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of subdivision (a) of, or paragraphs (1) to (4), inclusive of subdivision (c) of, Section 48915. (Add Stats. 1997, Ch637).

EDUCATION CODE SECTION 48915:

- (a) **Mandatory Recommendations, Permissive Expulsions:** Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances or that an alternative means of correction would address the conduct.
 - (1)(A) Causing serious physical injury to another person, except in self-defense.

Penal Code 243 - Serious Bodily Injury, Definition – Partial Quotation

(f)(4) " Serious bodily injury" means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss of impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

- (1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (1)(D) Robbery or extortion.
- (1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) **Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e):** Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:

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

(c) **Mandatory Expulsions (one year from date of expulsion):** 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:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a fire arm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person. 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 longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.