

HANFORD ELEMENTARY SCHOOL DISTRICT



2020-2021 PARENT HANDBOOK, CONDUCT CODE & CALENDAR

Welcome to Hanford Elementary School District (HESD)

This Parent Handbook is provided to you as a reference on rules and regulations of the District and is designated to be useful to you for personal planning.

Our mission is to provide an educational environment which reinforces basic cultural values, ethical behavior, respect for others, personal integrity, responsibility and accountability. We will work together to provide students with a safe environment in which they can discover their potential and strengthen their motivation for learning. As they go forward, students will be prepared to participate and function effectively in society.

Here are some things you can do to help your child succeed in school:

- Make sure your child attends school every day.
- Attempt to make doctor or dentist appointments after 3:00 p.m.
- Call the school office if your child is going to be absent for any reason.
- Make sure your child completes assigned homework.
- Get to know your child's teacher and other staff members.
- Encourage your child to participate in extra-curricular activities.
- Read to your child.
- Contact appropriate school personnel or authority if a child expresses a concern or a problem about the school.
- Attend parent-teacher conferences, and when possible, volunteer to help in the school.
- Know the school's discipline policy and discuss it with your child.
- Work with school staff and other parents to ensure that children are safe when going to and from school or school activities.

Have a great school year!

2020-2021 PARENT HANDBOOK & CALENDAR

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HEALTH, SAFETY AND WELFARE OF STUDENTS

STUDENT REGISTRATION

Students living within the district may register at the school in their attendance area. Upon enrollment, parent or guardian shall fill out a Pupil Registration/Emergency Card. Students may only be released to the mother, father, legal guardian and persons listed on the Pupil Registration/Emergency Card. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the non-custodial parent.

Kindergarten Registration: Students who turn 5 on or before December 2nd may enroll in school. Students who turn 5 on or before September 1st will register for regular kindergarten, and children who turn 5 years old between September 2nd and December 2nd will register for Transitional Kindergarten (TK).

- Required as proof of birth: Certificate of Live Birth, a duly attested baptism certificate, a passport, or a statement by the local registrar or county recorder certifying the date of birth.
- All immunizations must be completed.
- A school entry physical or waiver is requested when registering for kindergarten, but is required for 1st grade. No school entry physical is due for transitional kindergarten students. Free and/or low-cost health screening may be available through the Child Health and Disability Prevention (CHDP) program. The District shall follow procedures outlined in board policy regarding exclusions of inadequate immunizations and health screenings.
- California law now requires that your child have an oral health assessment by May 31 in TK & kindergarten or first grade, whichever is his or her first year of public school. The law specifies that the assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement.
- Oral health and fluoride treatment is available through outside dental providers at the school site. Parents will be notified of treatment accessibility and process via school site notification.

IMMUNIZATION REQUIREMENTS

- **Polio:** 4 doses required but...3 doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
- **DTaP:** 5 doses required but...4 doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP

vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

- **Tdap:** For 7th-12th graders and 7th grade advancement, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.
- **MMR:** 2 doses. Only doses administered on or after the first birthday meet the requirement.
- **Hepatitis B:** 3 doses required
- **Varicella:** 2 doses required

Sharing of Immunization Information: The Superintendent or designee may release a student's immunization record information to local health departments operating countywide immunization information and reminder systems and to the State Department of Health Services.

INSTRUCTIONAL DAY

School begins for all students at 8:00 a.m. every day. Dismissal times are:

	Regular Day	Minimum Day
TK & Kindergarten:	2:07 p.m.	12:00 noon
Grades 1-3:	2:27 p.m.	12:10 p.m.
Grades 4-6:	2:47 p.m.	12:20 p.m.
Grades 7-8:	2:56 p.m.	12:15 p.m.

Community Day School hours are 8:00 a.m. – 2:45 p.m. with no minimum days.

Minimum Days: For the 2020-2021 school year every Wednesday will be a minimum day. The following will also be minimum days: December 18, March 26, May 27 (for junior high school students only), May 28, and June 4.

On minimum days, cafeteria services will be offered after school is dismissed. Bus transportation is scheduled to leave shortly after school dismissal. Bus transportation is not available for those students who wish to stay for lunch.

STUDENT SUPERVISION

Before School: There is no general adult supervision on campus before 7:15 a.m. For students riding a school bus that arrives earlier than 7:15 a.m., adult supervision begins for those students upon arrival of the first bus. Students walking or being dropped off by parents are not permitted to come onto a school campus before 7:15 a.m. as there is no general adult supervision.

After School: There is no adult supervision on campus after students are dismissed except for students who are waiting for the bus or participating in after school programs. All other students must leave the campus immediately after school is dismissed.

READY (Expanded Learning Program)

HESD's READY Expanded Learning Program is available at all of our elementary school sites. The READY Program

offers a safe environment, helps parents, and provides no cost enrichment and academic support for children at the end of the school day until 6:00 p.m. Recreation, enrichment, academic and homework assistance are provided Monday through Thursday with children selecting from a variety of activities being offered during Kidz Club on Fridays. Contact the READY Office at 585-3629 for enrollment information.

BUS TRANSPORTATION

Bus transportation is provided for students, grades TK-6, who live more than 3/4 of a mile from the school in their attendance area, and for students, grades 7-8 who live more than one mile from their school. Students who exhibit poor behavior on the bus may lose bus riding privilege. (See Student Conduct Code for discipline on school buses.)

The Board of Trustees are concerned about the safety of the District's students and encourages parents/guardians to have their child(ren) transported by bus to and from school when a bus is provided for such transportation. The Board of Trustees, however, recognizes that they cannot mandate how a parent determines a child should travel to and/or from school.

In view of this fact, the Board of Trustees cannot assume responsibility for a child's safety when traveling to or from school unless the child is utilizing District-provided transportation.

The Superintendent or designee will identify known safety problems or hazards that exist around the District's schools. When such known safety problems or hazards exist, the District prefers that students utilize the District bus transportation provided for their safety. Parents who want their child(ren) to cross major thoroughfares when transportation is provided for safety reasons, must provide written permission for students to get to school by means other than District provided transportation.

Courtesy transportation due to child care needs will be considered for students who are already eligible for transportation. AFTER Labor Day each year Parents/Guardians may submit a request for courtesy transportation to their school office.

SCHOOL BUS RULES: Because school bus passengers' behavior can directly affect their safety and the safety of others, all bus riders shall comply with HESD Student Discipline Rules and Regulations and the following specific regulations while riding a school bus to and from school activities:

1. Students shall follow the instructions and directions of the bus driver at all times.
2. Students or parents escorting riders to the bus stop shall arrive five minutes ahead of the scheduled stop time.
3. Students shall stand in a safe manner a minimum of twelve feet back from where the bus normally stops and wait quietly for the approaching bus.

4. Students shall respect the rights of others. Stay off of private property.
5. Students shall enter the bus in an orderly manner, go directly to their seats and remain seated while the bus is in motion.
6. Students shall not obstruct the aisle with their legs, feet, or other objects.
7. No luggage backpacks, or other objects shall block the back emergency exit window.
8. Students shall refrain from behavior that distracts the driver such as loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, standing, or changing seats.
9. Students shall not put hands, arms, head or any part of their body out of the bus window, nor throw any objects from the bus.
10. Students shall not litter the interior of the bus or bus stops, nor tamper with bus equipment, damage or deface the bus, nor damage any property near or at bus stops.
11. Students shall not bring animals, birds, reptiles, insects, or skateboards on the bus.
12. Students shall not eat or drink while on the bus.
13. Students shall be alert for traffic when leaving the bus. If you need to cross the street do so only with the escort of the driver.
14. Students shall not use Emergency exits unless under the direction of the bus driver.
15. Students shall stay clear of the 12-foot Danger Zone that surrounds the bus.
16. Students shall refrain from making noise while the bus is at railroad crossings so that the bus driver will be able to listen for approaching trains.

Consequences for Violation of Bus Rules:

First: Formal warning notice(s). School site must counsel student.

Second: Suspended from bus 5 days

Third: Suspended from bus 10 days

Fourth: Suspended from bus 20 days

Fifth: Suspended from bus for remainder of year

NOTE: The seriousness of the misbehavior may lead to skipping steps and can lead to bus suspension for onetime offences. (I.e. level B/C citations)

A student who receives a Level B or C Bus Citation may also be suspended from school and the bus for one to three days at the discretion of the Principal/designee or the Transportation Manager/designee.

Video surveillance may occur on any school bus. Video recordings may be used in student disciplinary proceedings.

Foggy Day Schedule: Channel 18, Radio KMJ 580 or call 585-3652

- Buses two hours delayed. Classes start on time.
- Morning buses canceled. Classes start on time.
- Afternoon buses canceled.

It is the parent's responsibility to find alternative transportation.

BREAKFAST AND LUNCH PROGRAM

The **Hanford Elementary School District** will continue to utilize the Community Eligibility Provision (CEP) for the 2020-2021 school year. This option is available to schools participating in the National School Lunch and School Breakfast Programs, and through CEP we are able to offer meals during both breakfast and lunch to students free of charge. We hope you will take advantage of this opportunity as we look forward to serving your students.

School meals are served to students under the National School Lunch and Breakfast Programs, following the nutrition guidelines prescribed by the Healthy, Hunger Free Kids Act of 2010, we serve whole-grain rich products; low fat and fat free milk; 100% fruit juice and a variety of fresh seasonal fruits and vegetables with every meal. Students have the opportunity to choose healthful and nutritionally balanced foods to eat through an "Offer Vs Serve" service where students select from a variety of options. At both breakfast and lunch, students are required to take a minimum amount of items which includes a ½ cup of fruit or vegetables or a combination of both. All meals are prepared and served in a well maintained facility by qualified child nutrition employees who hold a food safety certificate.

Breakfast is served at all school sites Monday through Friday before school from 7:20-7:50 a.m.

During lunch, milk may be purchased as an "Ala Carte" item. A variety of other "Ala Carte" items are also available for purchase at Woodrow Wilson and Kennedy JR. High Schools. Students have the option of paying for "Ala Carte" items as they come through the serving line or through their online account, no charging will be allowed. Parents are encouraged to pay in advance by going to www.MyPaymentsPlus.com. For non-online account deposits, envelopes are also available in the office and can be turned into the office or to the Food Service Account Clerk. Please call 585-3666 for any questions regarding your student's account.

Prepaid money will be carried forward to the next school year and follows the student if he/she changes schools within HESD.

Refunds: To request a refund, the parent/legal guardian must submit a written request with the following information:

- Student's name and school they are attending
- Parent/Guardian name, current address and phone number.
- Parent/Guardian must sign and date the request

Requests must be mailed to:

Hanford Elementary School District Food Services
P.O. Box 1067

Hanford, CA 93232

OR

If the request is delivered to the school, it may be forwarded to the District Kitchen by school staff through the interoffice mail.

Dietary Needs: If your child has a food allergy that may result in a severe, life threatening reaction, you must obtain a Dietary Needs Authorization Form from your school and take the document to your child's physician, physician's assistant, or nurse practitioner.

This authorization must be reviewed annually or when there is a change. No accommodations of food substitutions shall be made until all information is received and a meeting is held. Students who may have special medications or dietary needs due to certain food intolerances may be accommodated at HESD's discretion.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filling_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Complaints: Complaints of discrimination or civil rights violations specifically within the school meal program will be forwarded to the CDE or the USDA.

Uniform complaint procedures are located on page 37. If dissatisfied with the District's resolution of a complaint, the complainant has the right to appeal to the California Department of Education, Nutrition Services Division, 1430 N Street, Suite 1500, Sacramento, CA.

CLOSED CAMPUS POLICY

Students shall not leave the school grounds at any time during the school day without written permission of their parent or guardian and school authorities. Students whose parents give permission for their child to come home for lunch must go directly to and from home (this is only offered to students in 5th-8th grade). Students may not go to stores, fast food restaurants or to any other place other than their own home unless the student is accompanied by an adult. Students who violate the Closed Campus Policy may have their privilege of going home for lunch rescinded. In addition, students who leave campus without authorization shall be considered truant and subject to disciplinary action.

LOCKDOWN DISMISSAL POLICY

During a lockdown, students and staff will remain in lockdown until it is determined by law enforcement to be safe. If a parent/guardian arrives at the school to pick up a student during a lockdown, the student will not be released nor will the parent be allowed on campus until it is determined by law enforcement to be safe.

STUDENT TRANSFER OPTIONS

Applications for the following student transfer requests are available at the HESD District Office, 714 North White Street, Hanford.

Intra-District Transfers (Open Enrollment): Parents/Guardians may apply for an Intra-District Transfer to the HESD school of their choice. The Open Enrollment period is between September 15 and October 1 of each year. Approval is subject to constraints created by the District's growth patterns, enrollment, available facilities and impact on ethnic balances. Transfers may be granted for parents demonstrating a hardship.

Inter-district Transfers: Parents/Guardians may apply for Inter-district transfers to a school outside of HESD boundaries based upon employment or special circumstances. Should the transfer be denied, parents may file an appeal with the Kings County Office of Education within 30 days of the date of denial.

District-Initiated Transfers: The Superintendent may assign students to a school other than their school of residence due to overcrowded classes. Parents/Guardians may view online (www.hesd.k12.ca.us) or request a copy of the District's policies and regulations on student transfers, including procedures regarding appeals.

DRESS AND GROOMING REGULATIONS

All students shall comply with the Hanford Elementary Dress and Grooming Regulations as of the first day of school. Dress and grooming regulations are in effect during all times at school, on the way to school, on the way home from school, and at any school function or activity regardless of location. **Each administrator reserves the right to determine and enforce appropriate dress at school and at school-sponsored events.**

School officials may prohibit any apparel, accessory, hairstyle or cosmetic, even if not specifically mentioned below, that: 1) creates a safety concern; 2) draws undue attention to the wearer; 3) detracts from the learning process; 4) causes disturbances among other students; 5) is considered gang related.

Apparel: All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.

1. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive; shall not bear drug, alcohol or tobacco company advertising, promotions or likenesses; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, religious, or sexual orientation prejudice. Clothes shall be worn as intended and be sufficient to conceal undergarments, which shall be worn and covered at all times.
2. See-through clothing, clothing that reveals a bare midriff or chest, or clothes that expose the body in a sexually suggestive manner shall not be worn.
3. Articles of clothing which display gang symbols, profanity or products or slogans promoting tobacco, alcohol, drugs or sex; materially interfere with school work; create disorder or disrupt the educational process are not allowed.
4. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
5. Extreme fashion that draws undue attention to the student will not be allowed. This includes exotic clothing, exotic jewelry, extreme make-up, body piercing, visible tattoos, etc.
6. Physical education clothing may not be worn in classes other than physical education.
7. Students who participate in nationally recognized youth organizations shall be allowed to wear organization uniforms to school on days when the organization has a scheduled meeting.
8. Clothing and accessories that can be used as a weapon shall be prohibited.
9. Shoes must be worn at all times. Closures must be properly secured and have a closed toe and heel. The

following types of shoes are prohibited: shoes with cleats, high heels, sandals, shoes with rollers, military style or steel toed boots, backless shoes, slippers, thongs.

10. Bare backs may not be exposed.
11. Bottoms must fit properly (no sagging or bagging). Pants must be hemmed at least one inch off the ground and must be no higher than the ankle. Pants may not be stapled, taped, pinned, or have rubber bands and/or elastic around the bottom of the pant leg. Dresses, jumpers, and skirts may not be more than 4 inches above the knee. Shorts and skorts may not be more than 4 inches above the top of the knee or longer than one inch below the knees. Shorts are to be hemmed and not form fitting.
12. Belts may not hang down and must be worn through belt loop.
13. Hats, caps, visors and other head coverings shall not be worn indoors. Head coverings may only be worn outdoors during inclement weather. Head bands and sweat bands are prohibited except if participating in sports events. Bandannas and “do-rags” are also prohibited for all students. Each school shall allow students to wear sun-protective clothing, including but not limited to hats for outdoor use during the school day. Acceptable sun protective headgear is a hat with a 2-inch brim all the way around.
14. Earrings must be small and worn in the ears. Body piercing (eyebrows, nose, lips, tongue, etc.) are not acceptable.

Grooming:

1. Hair shall be clean and neatly groomed.
2. Hair that causes undue attention to the wearer or is a distraction is not acceptable; i.e., unusual designs, colors, symbols, messages, Mohawks, or “tails” or unusual razor cuts.

Prohibited Gang-related Apparel: Students at schools that have a dress code prohibiting gang-related apparel at school or school activities will receive a list of prohibited gang-apparel on the first day of school or upon enrollment. Schools will place individual students on a Behavior Contract if they violate any of the above provisions.

Dress and Grooming Regulations		
Garment Type	Requirements	Examples of Prohibited Apparel
Tops	<ul style="list-style-type: none"> Bare stomachs or bare backs may not be exposed Must conceal undergarments at all times 	<ul style="list-style-type: none"> Oversized tops Underwear tops Sleepwear Tank tops /tube tops/ sleeveless tops Tight tops Swimwear/beach wear Fishnet/see-through/revealing tops Bare midriff tops Low-Cut Off the shoulder tops/halter tops Muscle shirts Spaghetti straps
Bottoms	<ul style="list-style-type: none"> Must fit properly (no sagging or bagging) Pants must be hemmed at least one inch off ground and must be no higher than the ankle Dresses, jumpers, and skirts may not be above mid-thigh Shorts and skirts may not be above mid-thigh or longer than one inch below the knee Shorts are to be hemmed and not form fitting 	<ul style="list-style-type: none"> Radically altered bottoms Tight, form fitting pants and shorts Oversized, saggy, or baggy Bike shorts (spandex) Wide leg style Sleepwear Stapled, taped, pinned, rubber bands, elastic around bottom of pant leg
Outer Garments	<ul style="list-style-type: none"> May not be more than one size too large or one size too small 	<ul style="list-style-type: none"> Hoods allowed but may only be worn outside in inclement weather
Shoes	<ul style="list-style-type: none"> Shoes must be worn at all times Closures must be properly secured Closed toe and heel 	<ul style="list-style-type: none"> Shoes with cleats High heels Sandals Shoes with rollers Military style or steel toed boots Backless shoes Slippers Thongs
Belts	<ul style="list-style-type: none"> May not hang down Must be worn through belt loops 	
Headwear	<ul style="list-style-type: none"> Hats may be worn outside during inclement weather or for sun protection. Sun protection hats must have a 2 inch brim all the way around. 	<ul style="list-style-type: none"> Hats,caps, visors Sweatbands and head bands (except for participants in sporting events) “Do-rags” and bandannas
Jewelry/ Tattoos	<ul style="list-style-type: none"> Earrings must be small and worn in the ears No visible tattoos 	<ul style="list-style-type: none"> Body piercing (eyebrows, nose, lips, tongue, etc.) ear plugs, visible tattoos

****Also Refer to your individual school site policy for prohibited gang apparel**

Consequences for Dress Code Violations:

- First Violation: Home contact; student may be sent home to change clothing, hairstyle, or cosmetic
- Second Violation: Home contact; student may be sent home to change; student shall be issued a Level A Citation for willful disobedience
- Third Violation: Student shall be issued a Level B Citation for Defiance of Authority

**** If a student chooses to not follow the rules, after multiple means of communication (expectations assembly, Remind 101, Back to School Night, written documentations, etc.) they may lose the right to participate in extra-curricular activities (i.e; Promotion ceremony, athletic teams, dances, trips, etc.**

SCHOOL SITE RULES AND BEHAVIORAL EXPECTATIONS			
AREAS	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
ALL COMMON AREAS	<ul style="list-style-type: none"> Walk facing forward Keep hands, feet and objects to self Stay in areas designated for students Remain in designated area until dismissed No drugs, alcohol or weapons Follow dress code rules 	<ul style="list-style-type: none"> Use kind words and actions Wait for your turn Be honest Follow adult directions 	<ul style="list-style-type: none"> Follow school rules Take proper care of personal belongings and school equipment Clean up after yourself Leave toys, personal and unsafe items at home Eat food and drinks in cafeteria and designated areas only No gum
ARRIVAL AND DISMISSAL TIMES	<ul style="list-style-type: none"> Use bike lane and bike racks Use sidewalks and crosswalks Wait in designated areas Walk while on campus Keep hands and feet to self in line at bus stop 	<ul style="list-style-type: none"> Follow adult directions 	<ul style="list-style-type: none"> Arrive on time Leave on time
CLASSROOMS	<ul style="list-style-type: none"> Use equipment and classroom materials appropriately Sit with both feet on the floor 	<ul style="list-style-type: none"> Raise hand to ask questions Follow adult directions Enter class quietly 	<ul style="list-style-type: none"> Come to class on time and prepared to work Take proper care of textbooks and instructional materials, including electronic materials. Clean up after yourself
CAFETERIA	<ul style="list-style-type: none"> Keep all food to self Sit with feet on the floor Keep hands and feet to self Wait in line patiently; no cuts 	<ul style="list-style-type: none"> Use quiet voices Follow adult directions Use good manners 	<ul style="list-style-type: none"> Clean up after yourself Purchase food for yourself only Raise hand and wait to be excused
OFFICE AREA	<ul style="list-style-type: none"> Keep hands and feet to self Use chairs and tables appropriately 	<ul style="list-style-type: none"> Use kind words and actions Seek assistance at Student Services window 	<ul style="list-style-type: none"> State purpose politely Ask permission to use phone No food, drinks or gum
YARD PASSING AREAS HALLS BREEZEWAYS SIDEWALKS	<ul style="list-style-type: none"> Walk to and from the yard Stay within boundaries Be aware of activities and games around you No play fighting, pushing, hitting, etc. Play safely on swings, bars, rings, etc. Play sports in designated areas 	<ul style="list-style-type: none"> Play fairly Share equipment Include everyone Follow adult directions Seek adult help when needed Show respect for nature (insects, animals, plants) Use kind words and actions 	<ul style="list-style-type: none"> Request pass to go to office Return borrowed school equipment to designated place or person Return to class or line on time Place all trash in trash cans

RESTROOMS	<ul style="list-style-type: none"> Keep hands and feet to self Keep water in the sink Wash hands Put towels in trash can 	<ul style="list-style-type: none"> Give people privacy Use quiet voices 	<ul style="list-style-type: none"> Flush toilet after use Return to room promptly Use a bathroom pass Leave bathroom clean after use Inform adults of vandalism
SPECIAL EVENTS AND ASSEMBLIES	<ul style="list-style-type: none"> Line up and enter quietly Keep hands and feet to self Sit properly on bleachers, seats or floor Wait for dismissal instructions 	<ul style="list-style-type: none"> Use audience manners Follow adult directions 	<ul style="list-style-type: none"> Follow school rules Focus on presentation

Some variations from school to school may apply.

PERSONAL ITEMS

Personal items should not be brought to school. HESD is not responsible for personal property brought to school (i.e., damage or theft). The following items may not be brought to school without permission from the principal: toys, radios, electronic devices, skateboards, or animals. Such items can be distracting to the educational process and may be confiscated by school personnel. If personal items are lost and found at school, the items will be held in the school office (or the Transportation Dept. for items lost and found on the bus) for approximately four (4) weeks.

Bicycles and scooters must be locked in bicycle racks at school. Skating/skateboarding is prohibited on school property.

POSSESSION OF CELLULAR PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which are limited to health-related purposes. (Education Code 48901.5)

Students are prohibited from the use of cellular phones, or any electronic signaling devices while on school campus during normal school hours, or on a bus going to and from school, and during the READY afterschool program. Electronic signaling devices include but are not limited to, pagers, cellular/digital telephones, digital imaging, or text messaging. Students are permitted to possess cellular phones, pagers, or electronic signaling devices on campus provided that any such device shall remain "off" upon entering the campus and stored in a locker, backpack, purse, pocket, or other place where it is not audible during normal school hours. Students bringing cellular phones or other electronic signaling devices are doing so at their own risk. The District is not responsible for lost or stolen items (including those in lockers).

If a cellular phone or other electronic/mobile signaling device is seen or heard, school administration will

confiscate, keep it in the office, and call to have it redeemed by a parent/guardian. Students bring these devices at their own risk, at no time is the district/school responsible for replacement or reimbursement.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's cell phone, electronic signaling and/or mobile communication devices, including but not limited to, reviewing messages or viewing pictures and video.

A student who violates this policy may be prohibited from possessing a cell phone or other electronic signaling device at school or school-related events and/or may be subject to further discipline in accordance with the Board Policy and administrative regulation.

COMPUTER/INTERNET USAGE

Exhibit 6163.4 - Student Use Of Technology

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)

The Hanford Elementary School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions: District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Student Obligations and Responsibilities: Students are expected to use district technology safely, responsibly, and for educational purposes only. The student in whose name

district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
6. Install unauthorized software
7. "Hack" into the system to manipulate data of the district or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

Privacy: Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices: If a student uses a personally owned device to access district technology, he/she shall

abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting: If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, he/she shall immediately report such information to the teacher or other district personnel.

Consequences for Violation: Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

ATTENDANCE

School attendance is vital to student's achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

California Compulsory Full-Time Education Law: Education Code 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education shall attend school full time and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located.

Every student is expected to attend school on a daily basis, unless there is a valid justification for his/her action. (Education Code section 48200). Please refrain from allowing your child to have parent permitted trancies. These trancies are best described as absences for reasons other than what the law allows. They may include the following:

- Running errands for family
- Babysitting
- Vacation or trips
- Inclement weather
- Transportation problems
- Take your child to work day

Excused Absences: California Education Code 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic services

- Attending the funeral of an immediate family member e.g., mother father, grandmother grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- The illness or medical treatment of a child to whom the student is the custodial parent.
- Justifiable Personal Reasons is when the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
 - Appearance in court
 - Attendance at a funeral service (extended days)
 - Observation of a holiday or ceremony of his or her religion
 - Attendance at religious retreats (shall not exceed four hours per semester)
 - Attendance at an employment conference (student employment)
 - To spend time with his/her immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or a combat support position. (Education Code 48205)
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative
 - Participation in religious exercises or to receive moral instruction and in accordance with district policy: (Education Code 46014)
 - In such instances, the student shall attend at least the minimum school day
 - The student shall be excused for this purpose on no more than four days per school month

Education Code 46010.1 allows the district to excuse any student from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Unexcused Absences: Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. The District is required by law to seek an explanation (a written note or verbal justification) regarding all absences.

Truancy: Any pupil subject to compulsory full-time education who is absent from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law. [Education Code 48260 (a)]. Upon a pupil's initial classification as a truant, the school district shall utilize the Notification of Truancy

letter to notify the pupil's parent/guardian of the truancy and its consequences.

Any pupil is deemed a *habitual truant* who has been reported as a truant three (3) or more times per school year and an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself [Education Code 48262].

Chronic Absentee [Education Code 60901(c)(1)]: A pupil who is absent on 10 percent or more of the schooldays in the school year when the total number of days the pupil is absent is divided by the total number of days the pupil is enrolled.

Any pupil who is deemed a habitual truant or chronically absent or is irregular in attendance in school may be referred to a School Attendance Review Board (SARB).

The SARB is a state-mandated process created by California Legislation to assist students with attendance and behavior problems. SARB is a community-based effort to bring together multiple resources to assist families with attendance, truancy and behavior issues so that students will stay in school, attend school regularly and graduate. The SARB process begins at the school site. When the school has exhausted all resources and a student's attendance has not improved, then a family may be referred to a SARB hearing.

Consequences for truancy:

- 1st Unexcused: Student and parent informed of the mandatory attendance laws. The student shall be instructed to be at school and class on time.
- 2nd Unexcused: Student and parent informed of mandatory attendance laws. The student shall be instructed to be at school and class on time.
- 3rd Unexcused: Parent notified of **First Classification of Truancy**. Alternate consequences will be assigned such as detention, campus beautification, or in-school suspension. Possible referral to Student Specialist.
- 4th Unexcused: Student and parent informed of mandatory attendance laws. The student shall be instructed to be at school and class on time. **Second Classification of Truancy** letter mailed to parent and a meeting is scheduled to discuss truancy issues.
- 5th Unexcused: **Student is classified as a Habitual Truant**. Parent is referred to SARB. In addition, if family is receiving

cash aid from the Kings County Human Services Agency for your child, your aid may be stopped or lowered.

Clearing Absences: We must work together diligently to ensure your child's safety. We need to know, without any confusion, where your child is if not in school. We rely on parents for that—please call your school if your child will be absent from school for any reason. Parents/guardians are urged to notify the school office by 8:00 a.m. on the morning of any absence or as soon thereafter as possible. We make that easy to do – each school has an **Attendance Hotline** you may call 24 hours a day. To find the Attendance Hotline phone number for your school please refer to the last page of this handbook.

If the parent/guardian does not contact the school site to clear an absence within five days of the student's return to school, the absence will remain "un-cleared." An un-cleared absence is not considered an excused absence under Education Code section 48205. Therefore, un-cleared absences will be considered unexcused and could lead to a student receiving a Notice of Truancy letter in accordance with Education Code section 48260.5.

A school may require, at any time, the parent to provide a doctor's note or a visit from our school nurse excusing an absence. Upon the 10th absence for illness, a doctor's note is required. Parents that cannot afford to obtain a medical verification by a physician must obtain verification from the school nurse.

Please do not send your child to school if he/she has a fever of 100.5 or above, is showing cold-like symptoms, coughing or is vomiting. When a student has accumulated ten (10) excused absences for illness, a physician's note will be required. However, a physician's note may be required any time prior to the student accumulating 10 excused absences at the discretion of the school Principal or designee.

Make-up Assignments: A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Tardies: Students who habitually arrive late to school or class (less than 30 minutes) may be assigned consequences that include, but are not limited to: work detail, denied privileges of participation in school activities, assigned detention, and recess restriction.

Perfect Attendance: Students must be in school on time, every day, and all day. Pupils taking an independent study contract do **not** qualify for perfect attendance.

Independent Study: A request by the parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes. Independent Study must be for a minimum of 5 days and may not exceed 10 days for all schools. All Independent Study contract must be completed and signed **PRIOR** to the student's absence from regular school. Contracts must be signed by the teacher, the parent, the student, and any other responsible party which may include a supervising teacher. Contracts not signed prior to the first day of the independent study will be considered null and void.

Eligibility for Independent Study: Provided that experienced certificated staff are available to effectively supervise students in independent study, the Principal may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level is not eligible for independent study. Students must demonstrate good attendance at school. For an elementary student, the Principal may consider the parent/guardian's level of commitment to assist the student. Requests for Independent study may be approved during the Standardized Testing and Reporting period only in the case of an emergency as determined by the school Principal.

Home Instruction Placement - Medically Necessary

Instruction in the Home (EC48206.3): Home Instruction is provided to students with a temporary disability which makes attendance in the regular day classes or alternative education program inadvisable, by the district in which the pupil is deemed to reside.

Temporary disability means a physical, mental, or emotional disability incurred while a pupil is enrolled in school, and after which the pupil can reasonably be expected to return to regular classes or an alternative education program. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.

Home Instruction is provided for not less than a two (2) week period. The Office of Special Services will acquire an instructor and provide them with pertinent information so he/she can make arrangements to provide the instruction. The Home Instructor will contact the school site for any questions regarding instruction, grades, etc.

Instructional materials are provided by the school site to the home instructor no later than two (2) days from which the home instruction was to begin.

A physician's or psychologist's note is required, which must provide the following information:

- Student's Name
- The diagnosed condition
- Projected calendar date for return to school
- Statement prescribing Home Instruction

EC Section 48206.3 specifies that for attendance accounting each clock hour of individualized instruction counts as one day of attendance. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year.

Home Instruction for Students on an Individualized Education Plan ("IEP"): (CCR3051.4) For those individuals with exceptional needs with a medical condition, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition.

When recommending home instruction, the IEP team must have in the assessment information a medical report from the physician or psychologist, as appropriate.

Home instruction is considered a change in current placement; therefore, an IEP team must convene to discuss the services to be provided.

ADMINISTRATION OF MEDICATION AT SCHOOL

If your child has a medical condition, you must inform the school site upon enrollment or immediately upon being made aware of the condition by your child's physician. All prescribed medication must be in a properly labeled container which includes the name and phone number of the pharmacy, student's name, name of physician and dosage of medication to be given. Parent and physician must sign a written statement detailing the method, amount and time medications are to be administered. Written permission and pharmacy label must match. This is required each school year.

Over-the-counter medications must be in sealed original container. Accompanying the over-the-counter medication, a physician's order must include the student's name, name of medication, and dosage to be given and how often. Physician and parent must sign authorizing the school personnel to administer as indicated.

For prescribed and over-the-counter medications, authorization must be renewed annually or when there is a change. The school nurse, or other persons designated, shall

assist your child in taking the medication. Parent and physician may authorize a student to carry his/her medication at school. Upon written request by the parent/guardian and with the approval of the student's physician, a student with an existing medical condition that requires frequent monitoring, testing, or treatments may be allowed to self-administer his/her medication. Students are prohibited from sharing any kind of medication, including items such as aspirin or cough drops.

Parents are responsible for picking up their child's medication at the end of the school year. At the close of the school year, medication will be housed at the District Office in the Office of Special Services, located at 714 N. White Street. Expired medication will be destroyed as outlined by the U.S. Food and Drug Administration.

Emergency Medication: Education Code 49414(a) requires that school districts provide emergency epinephrine auto-injectors to school nurses and trained school personnel, who have volunteered, and the use of the auto-injectors to aide persons suffering or reasonably believed to be suffering from an anaphylactic reaction.

ACCIDENTS/EMERGENCIES

Each school has someone on duty to render assistance with minor injuries. If the injury appears to be more than a minor injury, the parent/guardian shall be notified and asked to pick up the child for their own observation or examination by the family physician. For injuries requiring emergency care, an ambulance shall be called and the parent/guardian notified immediately. If the parent or person on the emergency card cannot be reached, the school will decide what degree of medical care is provided.

The parent's insurance will have primary responsibility for charges for medical, hospital and ambulance costs. The District carries secondary insurance, which may, under particular circumstances, provide coverage.

Head lice - No Nit Policy: Students who are found to have nits will be excluded from school until their hair is nit free.

MEDI-CAL Reimbursement: Hanford Elementary School District ("HESD"), in cooperation with the California Medicaid Program, is involved in a program that allows the District to be reimbursed with federal Medi-Cal dollars for selected services provided to students. These services are being provided to students whether or not the parent/guardian agrees to allow the District to seek reimbursement. Your child's current Medi-Cal or insurance coverage, if applicable, will not be affected by this program, nor the services your child receives at school.

The District is required to provide you with your rights and protections when a public agency seeks to access your child's public benefits or insurance.

This is a brief description of your rights and protections:
34 CFR 300.154(d) (1)

- District may use reimbursement funds to pay for required services as permitted.

34 CFR 300.154(d) (2) (i-iii)

- The District may not require children/families to sign up for Medi-Cal or insurance programs.
- The District may not require parents to incur any out-of-pocket expense.
- The District may not use a child's benefits if it will alter or affect the child's benefits

34 CFR 300.154(d) (2) (v)

- The public agency will notify parents in writing, annually, and will obtain one-time written consent before accessing the child's or parent's public benefits or insurance to pay for services under the Individual Disability Education Act.

34 CFR 300.154(e) (ii)

- Parents have the right to refuse to allow the District to seek reimbursement. The District must still provide the required services at no cost to the parent.
- Parents/Guardians have the right to withdraw consent for the District to disclose their child's personal identifiable information for Medi-Cal purposes at any time.

STUDENT DISCIPLINE

California Administrative Code Title 5 states "*Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; be diligent in study, respectful to his/her teacher and others in authority; be kind and courteous to schoolmates, and refrain from the use of profane and vulgar language.*"

School discipline policies and due process procedures are governed, in part, by Education Code 48900 and 48915. All students receive a Student Conduct Code containing complete details of HESD Disciplinary Regulations. Board Policies and Regulations are available at the District Office upon request.

Any behavior, even if not specifically listed in this document, which creates a safety concern, tends to distract from the educational process or causes disturbances among other students will not be allowed.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities.

Students also may be subject to discipline for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts the educational program of the district or any other district in accordance with law, Board Policy or administrative regulation.

Disciplinary and non-disciplinary measures are used as methods to correct inappropriate behavior. Consequences for inappropriate behavior will vary depending on the severity of the offense. State law and HESD regulations prohibit the use of corporal punishment.

A. DISCIPLINARY AND NON-DISCIPLINARY MEASURES USED TO MODIFY BEHAVIOR

- Verbal warnings
- Notices of Unacceptable Behavior
- Advisement and Counseling: Teachers, Student Specialists, school counselors, school administrators, School Psychologists, School Resource Officers
- Parent-Teacher conferences
- Student Study Team meetings
- IEP Assessments
- 504 Accommodations
- Home visits
- Behavior Contracts
- Behavior Intervention Plan (BIP)
- Referrals to site programs (anger management, conflict resolution, peer mediation, anti-bullying training, sexual harassment training)
- Isolation of student within the class
- Loss of privileges such as participation in sports, drama, musical events, study trips, or bus transportation.
- Isolation of student within the class, in other than the regular classroom, or on the school yard.
- Community Service (outdoor beautification, campus betterment)
- Teacher/Peer assistance
- Detention
- Recess restriction
- Class or school transfer
- Written Citations
- Suspension from class or school
- Expulsion
- Community Day School (Grades K- 8)
- Physical Restraint: **Certificated Employee:** Any certificated employee may exercise the same degree of control over a pupil that a parent would be legally privileged to exercise, but in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils or to maintain proper and appropriate conditions conducive to learning. **Non-certificated staff** can also use physical control in dealing with students in order to prevent/stop a disturbance threatening physical injuries or property damage; for self-defense/defense of another; and to obtain possession of a weapon or dangerous object within control of a student.

Disabled students shall be disciplined in accordance with State and Federal Laws.

B. STUDENT CITATIONS and CONSEQUENCES

HESD has divided the offenses under Education Code 48900 and 48915 into four categories: Level A, Level B, Level C-1 and Level C-2. Level A offenses are minor acts of misconduct; Level B offenses are moderate acts of misconduct; Level C-1 offenses are serious acts of misconduct; and Level C-2 offenses are very serious acts of misconduct. Students who fail to comply with discipline rules and regulations will be counseled, reprimanded, cited, suspended and/or expelled. Consequences for citations will vary depending on the severity of the offense.

If a student finds he/she accidentally brought something to school he/she should not have (toys, Swiss army knife, dangerous object, games, etc.) and he/she immediately turns the item in to the nearest adult on campus, there will be no consequences. If, however, the student shows the item to his/her friends or otherwise displays the item for others to see, the student will face disciplinary action.

LEVEL A VIOLATIONS

1. WILLFUL DISOBEDIENCE

Description: Disobeying school rules or instructions from a school official

Examples: refusing to report to detention as assigned; refusing to stop talking in class; refusing to follow instructions from a school official

2. DISRUPTIVE BEHAVIOR

Description: Minor incidences of interrupting classroom instruction or activities

Examples: Continually getting out of seat in class during instruction, talking in class, bothering others, disrespectful behavior to peers or teachers.

3. PUSHING/HITTING/KICKING

Description: Making deliberate uninvited physical contact with someone

Examples: Pushing other students while lined up for school activity; deliberately kicking or hitting others; rough play

4. LYING/CHEATING/PROFANITY

Description: Lying to adults, spreading rumors, cheating on class work, cursing at others

Examples: not telling the truth when asked by a school official; cheating on answers to a test; using profane language

5. BULLYING (grades K-3)

Description: Verbal: use words to hurt or humiliate another person, name-calling, insulting, racist comments, and constant teasing.

Relational: try to convince their peers to exclude or reject a certain person or people and cut the victims off from their social connections spreading nasty rumors about others or exclude an ex-friend from a peer group.
Examples: calling a student a name, telling a student they are dumb or stupid, spreading rumors about another student.

6. OFF LIMITS

Description: Going into restricted areas on school campus, or being off campus without permission.

Example: leaving campus during lunch hour without permission.

7. CREATED HOSTILE ENVIRONMENT (.4) (grades 4-8)

Description: 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 reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EXAMPLE: flashing gang signs, exhibiting gang paraphernalia, creating fear through intimidation or threats of bodily harm, participating in gangs or groups, repeatedly bullying or harassing students or school staff.

8. STOLE OR ATTEMPTED TO STEAL SCHOOL/PRIVATE PROPERTY: E.C. 48900 (g)

Description: Taking any item that does not belong to you.

Examples: Stealing library books or other school property, taking money from someone's wallet, taking someone's personal property. Level A citation issued for first offense of minor thefts.

9. VIOLATION OF SCHOOL RULES/OTHER

Description: Disobeying school campus rules or committing other minor infractions

Examples: not following playground, classroom, or cafeteria rules, chewing gum; kissing or showing inappropriate intimacy

Action and Consequences for Level A Violations

- Student counseled; citation issued; parent contact
- School site discipline (detention, campus beautification, loss of privileges, etc.)
- 5th Citation - Principal conference. It should be determined at this time, if a Behavior Intervention Plan (BIP) is needed to address behaviors.
- If accumulating many Level A citations, a referral to Administrative Panel for expulsion or alternative placement is possible.

LEVEL B VIOLATIONS

1. POSSESSED AN UNSAFE OBJECT or ITEM: EC 48900 (k)

Description: Any item, object or instrument that could cause injury to persons or property.

Examples: Homemade or household items such as tools, chains, matches, lighters, poppers, laser pointers, inhalers (non-prescribed/unauthorized), medicine (over-the-counter), hard bouncy balls.

2. POSSESSED OR USED TOBACCO: EC 48900 (h)

Description: Any product containing tobacco or nicotine products.

Examples: Cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and vape pens, etc.

3. DEFIANCE / DISRUPTION OF SCHOOL ACTIVITIES: EC 48900 (k)

Description: 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. Examples: yelling at a school official; disrespectfully talking back to school official; walking off campus when directed to stop; refusing to abide by a Behavior Contract, etc.

4. STOLE OR ATTEMPTED TO STEAL SCHOOL/PRIVATE PROPERTY: E.C. 48900 (g)

Description: Taking any item that does not belong to you.

Examples: Stealing library books or other school property, taking money from someone's wallet, taking someone's personal property. For second offense of minor thefts or first offense in grades 4-8 if the stolen or damaged item was of substantial monetary value or of substantial sentimental value to the owner.

5. CAUSED OR ATTEMPTED TO CAUSE DAMAGE TO SCHOOL/PRIVATE PROPERTY: EC 48900 (f)

Description: Any act that could cause damage to school or private property.

Examples: Deliberately throwing rocks at windows trying to break them; writing on restroom walls (non-permanent instrument); deliberately plugging up toilets or sinks, deliberately causing damage to school issued lap tops. School property includes electronic files and databases.

6. CAUSED, ATTEMPTED/THREATENED TO CAUSE PHYSICAL INJURY TO ANOTHER STUDENT OR STAFF: EC 48900 (a-1)

Description: Making verbal or written threats of physical injury to another student or getting into a physical fight with another student.

Examples: Punching another person with the intent to hurt them; a mutual fight with another student; telling someone you're going to "beat them up". Slapping, hitting or kicking a teacher or staff member.

7. ENGAGED IN AN ACT OF BULLYING/CYBER BULLYING: EC 48900 (r) (grades 4-

Description: Engaged in an act of bullying. For purposes of this section, 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, or
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video or image.

(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For the purpose of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonable predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his/her or her exceptional needs.

8. SEXUAL HARASSMENT: EC 48900 (.2) (grades 4-8)

Description: Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.

Examples: Making comments about someone's body; making sexual remarks or spreading sexual rumors; showing sexual drawings; making sexual gestures; unwanted touching.

9. HATE VIOLENCE: EC 48900 (.3) (grades 4-8)

Description: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Example: Use of force or threat of force to intimidate a person because of race or ethnicity, age, color, religion, ancestry, national origin, gender, or sexual

orientation, actual or perceived sex, ethnic group, physical or mental disability.

10. WITNESS INTIMIDATION: EC 48900 (o)

Description: Harassing, threatening, or intimidating a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.

Example: Threatening to hurt someone who is going to testify at an expulsion hearing.

11. HARASSMENT: EC 48900 (.4) (grades 4-8)

Description: Engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading rights of school personnel or student rights by creating an intimidating or hostile educational environment.

Examples: Continual name calling, spreading rumors, agitating, provoking, bullying, cyber bullying, repeatedly making fun of another person, or other deliberate acts that cause emotional suffering or fear

12. HABITUAL PROFANITY: EC 48900 (i)

Description: Repeatedly using profane language, swearing, cursing.

13. Created Hostile Environment: EC 48900 (.4) (grades 4-8)

Description: 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 reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EXAMPLE: flashing gang signs, exhibiting gang paraphernalia, creating fear through intimidation or threats of bodily harm, participating in gangs or groups, repeatedly bullying or harassing students or school staff.

14. AIDING/ABETTING physical injury to another person EC 48900 (t)

Description: Encouraging or helping someone cause physical harm to another person.

15. COMMITTED OBSCENE ACT or ENGAGED IN VULGARITY: EC 48900 (i)

Description: Acts that depict an offensive sexual conduct; disgusting, immoral gestures or lewd acts that are repulsive to others; lewd or indecent oral or written statements; indecent exposure.

Examples: showing naked private body parts; making vulgar gestures; writing nasty repulsive notes or letters; consensual sexual acts or simulated sexual acts.

Depending on the severity of the situation or the age of the student, could be considered Level C-1.

Action and Consequences for Level B Violations

- Student counseled; citation issued; parent contact, may result in a gang contract, and/or behavior contract
- May result in one to three days suspension (five days suspensions are warranted and need approval from the Superintendent's Office)
- Repeated Level B offenses may be cause for referral to an Administrative Panel for expulsion or alternative placement
- Level B offenses may require police contact

LEVEL C-1 VIOLATIONS:

1. POSSESSED, USED, SOLD, FURNISHED OR UNDER THE INFLUENCE OF A CONTROLLED SUBSTANCE, ALCOHOLIC BEVERAGE OR INTOXICANT: EC 48900 (c)

Description: Controlled substances listed in Chapter 2 (commencing with Section 11053_ of Division 10 of the Health and Safety Code alcoholic beverages, or intoxicants

Examples: marijuana (less than one ounce), cocaine, opiates, hallucinogenic substances; stimulants, depressants, intoxicants, beer, wine, edibles, wax oil with THC "honey oil", etc.

2. OFFERED, ARRANGED, OR NEGOTIATED TO SELL ANY CONTROLLED SUBSTANCE, ALCOHOLIC BEVERAGE OR INTOXICANT and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant: EC 48900 (d)

Description: Giving or selling a pill or substance or liquid that is not a controlled substance, alcoholic beverage or intoxicant, however, you represented it as a controlled substance, alcoholic beverage or intoxicant.

Examples: Giving or selling someone a white powder and telling them it is cocaine; giving someone field weeds or grass and representing it as marijuana.

3. ATTEMPTED TO COMMIT EXTORTION OR ROBBERY: EC 48900 (e)

Description: Attempting to take property of another person by means of force or fear.

Examples: Telling someone you are going to beat them up if they do not give you their money.

4. POSSESSED, OFFERED, ARRANGED OR NEGOTIATED TO SELL DRUG PARAPHERNALIA: EC 48900 (j)

Description: Any item that can be identified as drug paraphernalia.

Examples: Roach clips, bongos, cocaine spoons, pipes, cigarette lighter (if found with the drugs) etc.

5. MADE A TERRORIST THREAT: EC 48900 (.7)

Description: A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$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. Examples: bomb threats, writing a note or stating that you are going to "kill" a school official, or "blow up" the school.

6. CAUSED DAMAGE TO SCHOOL OR PRIVATE PROPERTY: EC 48900(f)

Description: Deliberately damaging school or private property causing complete replacement of the item(s), or significant repair to the item(s).

Examples: Breaking bathroom fixtures, burning school property, extensive graffiti on school property, breaking windows or damaging school equipment.

7. CAUSED, ATTEMPTED/THREATENED TO CAUSE PHYSICAL INJURY TO A SCHOOL OFFICIAL: EC 48900 (a-1)

Description: Verbal or written statements threatening to hurt a school official.

Examples: Writing a note or stating that you're going to physically harm a school official; deliberately throwing an object at a school official in an attempt to cause injury.

8. WILLFULLY USED FORCE OR VIOLENCE UPON ANOTHER PERSON (Battery) (except in self-defense) EC 48900 (a-2)

Description: Assaulting another person with the intent of physically hurting them.

Examples: Forcefully punching or kicking another person (victim); not a mutual fight.

9. CAUSED PHYSICAL INJURY: EC 48900 (a-1)

Description: Causing an injury that requires professional medical attention, but is not considered a serious injury (does not require stitches, casts.)

Examples: Sprains, strains, bumps, bruises and abrasions that require medical attention.

10. STOLE OR ATTEMPTED TO STEAL SCHOOL/PRIVATE PROPERTY: E.C. 48900 (g)

Description: Taking any item that does not belong to you.

Examples: Stealing library books or other school property, taking money from someone's wallet, taking someone's personal property. Must have a documented history of theft or the item that was stolen or damaged was of substantial monetary value or of substantial sentimental value to the owner.

11. COMMITTED OBSCENE ACT or ENGAGED IN VULGARITY: EC 48900 (i)

Description: Acts that depict an offensive sexual conduct; disgusting, immoral gestures or lewd acts that are repulsive to others; lewd or indecent oral or written statements; indecent exposure.

Examples: showing naked private body parts; making vulgar gestures; writing nasty repulsive notes or letters; consensual sexual acts or simulated sexual acts.

12. RECEIVED STOLEN PROPERTY: EC 48900 (l)

Description: Knowingly received stolen school property or private property.

13. POSSESSED AN IMITATION FIREARM: EC 48900 (m)

Description: A replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Examples: B-B gun, a toy gun that looks like a real gun to an adult (air soft gun).

14. Created Hostile Environment: EC 48900.4 (grades 4-8)

Description: 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 reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Examples: flashing gang signs, exhibiting gang paraphernalia, creating fear through intimidation or threats of bodily harm, participating in a gangs or groups, repeatedly bullying or harassing students or school staff.

15. ENGAGED IN OR ATTEMPTED TO ENGAGE IN, HAZING: EC 48900 (q)

Description: Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an education 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 student.

16. OFFERED, ARRANGED, NEGOTIATED TO SELL, OR SOLD PRESCRIPTION DRUG SOMA: EC 48900(p)

Action and Consequences for Level C-1 Violations

- Student counseled; issuance of citation; parent contact
- Possible Police notification

- Suspension from school one to three days (five days suspensions are warranted and need approval from the Superintendent's Office)
- Possible referral to the Administrative Panel for expulsion and/or alternative placement

LEVEL C-2 VIOLATIONS:

1. CAUSED SERIOUS PHYSICAL INJURY: EC 48915 (a) (1)(A) or 48900(a-1)

Description: Serious injuries are defined as impairment of physical condition including, but not limited to: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

2. POSSESSED ANY KNIFE OR OTHER DANGEROUS OBJECT: EC 48915 (a)(1)(B) or 48900 (b)

Description: Weapons/objects that could produce death or great bodily harm.

Examples: Knives (including pocket knives and Swiss army knives), fireworks, B-B gun, Pellet Gun, Brass knuckles, Paint-ball guns, prescription drugs (not listed as controlled substances in Health and Safety Code, live ammunition or reloaded ammunition.

3. POSSESSED ANY CONTROLLED SUBSTANCE or more than one ounce of marijuana: EC 48915 (a)(1)(C) or EC 48900 (c)

Description: Controlled substances listed in Health and Safety Code 11053-11058.

Examples: Marijuana (more than one ounce), cocaine, opiates, hallucinogenic substances, stimulants, depressants, edibles, vape pens with THC oils/wax, etc.

4. COMMITTED OR ATTEMPTED TO COMMIT ROBBERY OR EXTORTION: EC 48915 (a)(1)(D) or 48900 (e)

Description: Taking personal property in possession or in the immediate presence of another by means of force or fear.

Example: Demanding that a student give you money or else you will hurt them.

5. COMMITTED ASSAULT OR BATTERY ON SCHOOL OFFICIAL: EC 48915 (a)(1)(E) OR 48900 (n)

Description: Assault: Unlawful attempt, coupled with a present ability to commit a violent injury on the person of another; Battery: any willful and unlawful use of force or violence on another person.

Examples: Pushing, hitting, punching, kicking, scratching, biting

Action and Consequences for Level C-2 Violations 1-5

- Student counseled; issuance of Citation; Parent Contact
- Possible Police Notification

- Suspension from school one to three days; possible suspension pending an expulsion hearing
- Recommendation for Expulsion (unless particular circumstances render inappropriate)

6. POSSESSED, SOLD, OR OTHERWISE FURNISHED ANY FIREARM: EC 48915 (c-1)

Description: Any firearm that expels a bullet (this does not include B-B or pellet guns)

7. BRANDISHED A KNIFE: EC 48915 (c-2)

Description: 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 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Examples: Switchblade knives; razor blades; butcher knife, pocket knives, etc.

8. SOLD A CONTROLLED SUBSTANCE: EC 48915 (c-3)

Description: Selling any controlled substance listed in Chapter 2 of the Health and Safety Code commencing with section 11053

Examples: Cocaine, marijuana, opiates, hallucinogenic substances, stimulants, depressants, etc.

9. COMMITTED OR ATTEMPTED TO COMMIT SEXUAL ASSAULT OR BATTERY: EC 48915 (c-4) or 48900 (n)

Description: Touching an intimate part of another person's body for the purpose of sexual gratification against the will of the person being touched.

Examples: Touching, fondling intimate parts of another person's body under clothing or through the clothing; forced sexual acts.

10. POSSESSION OF EXPLOSIVE: EC 48915 (c-5) or 48900(b)

Description: A device containing any substance, or combination of substances, the primary common purpose of which is detonation or rapid combustion.

Examples: dynamite, nitroglycerin, black powder, propellant explosives, blasting caps, homemade bomb, grenade, fireworks designated as "explosives" according to Fire Marshall.

Action and Consequences for Level C-2 Violations 6-10

- Student counseled; issuance of Citation; parent contact
- Police Notification (**required**)
- Suspension pending expulsion hearing
- Recommendation for Expulsion (**required**)

According to State Education Code statutes under 48900 and 48915, a pupil may be suspended or expelled for various acts of misconduct that occur at any time, if the

misconduct is related to school activity or attendance. This includes, but is not limited to, any of the following:

- a. While on school grounds
- b. While going to or coming from school
- c. During the lunch period whether on or off the campus
- d. During or while going to or coming from, a school sponsored activity

Video Camera Surveillance

The monitoring of public places by video surveillance cameras may be necessary to determine reasonable suspicion of incidents which may violate laws, school rules or cause disruptions. The Superintendent or designee shall authorize and supervise the use and maintenance of video cameras in public areas on school campuses and school buses. Video recordings may be used in student disciplinary hearings. (See AR 3515)

Skating on School Property

The use or operation of skateboards, common roller skates, or in-line skates is prohibited on all HESD property. Students who fail to abide by the District's rules and regulations shall be issued a Level A Citation for willful disobedience the first violation; and a Level B Citation for Defiance of Authority and suspension from school for any additional violations.

SUSPENSION PROCEDURES

Suspension: means removal of a student from ongoing instruction for adjustment purposes. A student may be suspended upon the first offense if it is determined that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Law enforcement agencies may be notified at the discretion of the administration or as required by law.

1. **Suspension from class by a teacher:** A teacher may suspend a student from class for the remainder of the day and the day following for offenses defined in Education Code 48900. A teacher may also refer a student to the principal or designee for consideration of suspension from school.
2. **Suspension from school by the principal/designee,** shall be preceded by an informal conference which is conducted by the principal or his/her designee between the pupil, and whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal. At the conference the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her defense. (E.C. 48911)
3. A principal/designee, or the superintendent, may suspend a pupil without affording the pupil an opportunity for a conference only if the principal or his/her designee determines that an "emergency situation" exists. If a pupil is suspended without a

conference prior to a suspension, both the parent and pupil shall be notified of the pupil's right to such a conference and the pupil's right to return to school for such purpose. The conference shall be held within two (2) school days, unless the pupil waives his right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference. (E.C. 48911)

4. At the time of suspension, a school employee shall make a reasonable effort to contact the parent or guardian of the pupil in person or by telephone.
5. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
6. The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding his/her child's behavior.
7. In the case where expulsion from any school is being processed by the governing board, the school district superintendent or designee may approve extending the suspension until the governing board has rendered a decision in the action. Extended suspensions may be granted if it has been determined that the presence of the pupil at the school would cause a danger to persons or property or a threat of disrupting the instructional process.

EXPULSION PROCEDURES

Expulsion: means removal of a student from the immediate supervision and control, or general supervision, of school personnel. Students may be expelled from school when the Board of Trustees determine at the conclusion of an expulsion hearing, that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and/or 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.

Law enforcement agencies may be notified at the discretion of the administration or as required by law.

DUE PROCESS

1. When expulsion is recommended, the pupil and the pupil's parent or guardian shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing is held within thirty (30) school days of the date the principal or superintendent determines that the pupil committed any of the acts enumerated in Education Code Section 48900 or 48915 unless the pupil requests in writing that the hearing be postponed. The pupil is entitled to at least one postponement for a period of not more than thirty (30) calendar days of an expulsion hearing. In the event that compliance by the governing board with the above time requirements is

impracticable, the expulsion hearing may be delayed, for good cause, up to five (5) additional days. (E. C. 48918)

2. Written notice of the hearing is forwarded to the pupil at least ten (10) calendar days prior to the date of the hearing.
3. The hearing is held before an Administrative Panel or the Board of Trustees in a session closed to the public unless the pupil or pupil's parent or guardian request in writing, at least five (5) days prior to the date of the hearing, that the hearing be a public meeting.
4. A decision of the governing board whether to expel a pupil is made within ten (10) school days following the conclusion of the hearing.
5. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision [c] of Section 48915, the Board of Trustees shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For acts under Education Code 48915(c) (firearm, brandishing a knife, possession of explosive, selling controlled substance, or sexual assault), a student may be expelled for one year. Expelled students are referred to alternative educational programs. **Expelled students in grades K-8 are referred to HESD Community Day School.**
6. The expulsion order and the causes are recorded in the pupil's mandatory interim record and forwarded to any school in which the pupil subsequently enrolls upon receipt of request from the admitting school for the pupil's records.
7. The pupil/parent or guardian have the right to file an appeal of expulsion to the Kings County Board of Education within thirty (30) calendar days after the local district's decision to expel the pupil. It is NOT the charge of the County Board to agree or disagree with the local board's decision to expel, but to assure that legal procedures were followed and that a fair hearing was conducted.

READMISSION FOLLOWING EXPULSION

Parent/guardians of pupils eligible for readmission shall apply for readmission in the Superintendent's Office on or after the date established by the Board of Trustees.

Readmission may be denied if the Board of Trustees makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to the campus safety or to other pupils or employees of the school district.

NOTIFICATION TO LAW ENFORCEMENT AGENCIES

The principal or designee shall be required to notify appropriate city or county law enforcement authorities of any student involved in the following acts:

- Controlled substances, alcohol, or intoxicants of any kind
- Assaults
- Firearms and weapons possession

DISTRICT LEVEL REFERRALS TO COMMUNITY DAY SCHOOL: (Students Not Expelled)

NOTE: Any student who violates a mandatory Education Code offense shall go through the expulsion process.

Eligibility Criteria

Students in grades K-3 may be referred to Community Day School class if they meet the criteria below. Referrals for students in grades 4-6 may be considered under unusual circumstances.

- 1) Student has received multiple citations for aggression and/or defiant behavior – beyond adult control.
- 2) Student has had a class change or a school change during the current school year, unless class/school change was not feasible nor appropriate
- 3) Behavior Intervention Plan (BIP) and/or Student Study Team recommendations implemented – behavior is unchanged
- 4) Documentation/evidence that teacher, Student Specialist, and principal have worked with parent in an effort to change student's behavior.
- 5) Psychologist has observed/interviewed student

NOTE: students receiving Special Education Services or 504 accommodations may be referred, but must be approved by the Office of Special Services.

Referrals may be made to CDS pending assessment/evaluation; pending follow-up information from parent (medical/psychological); pending expulsion.

Students assigned to Community Day School shall attend for a period of time stipulated in the Administrative Panel decision. An Exit Review will be scheduled prior to the student's return to regular school. Return to regular school will be recommended if:

1. Student has attended CDS class at least 85% of days assigned
2. Student has not received more than 3 Level A citations, 2 Level B citations and no Level C citations
3. Student is at least "approaching" standards in all academic areas.

QUESTIONING AND APPREHENSION, SEARCH and SEIZURE

School officials have the authority to stop, question search students in matters related to student behavior, school safety, and disruptions to the learning environment.

Parents/guardians do not need to be informed or give consent before students are questioned by school officials or law enforcement.

Individual searches may be conducted by a school official if there is reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or school.

School officials have the right to search students, their belongings, and district properties under a student's control without student permission when they have reasonable suspicion that the search will disclose evidence that the student is violating the law, Board policy, administrative regulation, or the rules of the district or the school. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, cellular phones, or other electronic communication devices

In an effort to keep the schools free of drugs, the district may use specially trained non-aggressive dogs to sniff out areas and alert staff and police officials to the presence of substances prohibited by law and district policy. The dogs may sniff the air around lockers, desks, bags or items belonging to individuals. The inspections shall be unannounced and may be made at the discretion of the Superintendent or designee.

The Hanford Elementary School District shall not impede a police investigation. Officers conducting an investigation may question students at school sites without parental consent or parental contact. Law enforcement officers have the right to interview and question students on school premises, make arrests and take a student into custody. If a student is removed from school by a law enforcement agency, the principal or designee shall attempt to inform the student's parent/guardian.

BULLYING/CYBER BULLYING

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules of conduct.

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyber bullying. This instruction may involve parents/guardians, staff, and community members.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for student to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR

1312.3 – Uniform Complaint Procedures.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyber bullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service to bully or harass another student, the Superintendent or designee also may file a request with the networking site or service to suspend the privileges of the student and to have material removed.

Administrative Panel for expulsion or alternative placement: A student may be recommended for expulsion or placement in an alternative program upon receiving citation(s) for violation(s) of specific Education Code offenses under 48900 or 48915 (see descriptions in HESD's Student Conduct Code).

Mandatory recommendation for expulsion:

A student shall be recommended for expulsion for the following offenses:

- Possession of firearm, explosives, or dangerous object (which includes imitation firearms and live ammunition)
- Brandishing a knife
- Possession, under the influence, furnishing or sale of drugs or alcohol (which includes edibles)
- Committing sexual assault/battery
- Causing serious physical injury
- Committing robbery/extortion
- Assault or battery upon any school official

REQUIRED PARENTAL NOTIFICATIONS

Minimum Days and Non-School Days: Minimum days and non-school days are listed herein. One-month notice will be given to parents if any minimum days or non-school days are added.

Non-discrimination Policy: The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry,

nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristic. Inquiries can be made to the Assistant Superintendent at 714 N. White Street, Hanford, CA 93230 (559) 585-3617.

Athletic Team Insurance: Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the parent/guardian's personal insurance, by the school district offering a voluntary insurance program or through insurance purchased by the school district. The Hanford Elementary School District does carry student accident insurance coverage for all of its students that is secondary to any other applicable health insurance available to the student. This insurance meets the minimum of \$1,500 of coverage required by State law. Some students may qualify to enroll in no-cost or low-cost local, state or federally sponsored health insurance programs. Information about these programs may be obtained by calling the following: Covered California (800) 300-1506 or Medi-Cal Program (800) 541-5555.

Immunization for Communicable Disease: In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

Exemption from Physical Examinations: Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is good reason to believe that the child is suffering from a recognized contagious or infectious disease. Students shall have their vision and hearing tested by qualified personnel authorized by the district. Evaluation of a student's vision may be waived at the parent's/guardian's written request and if they present a certificate from either a medical doctor or an optometrist specifying the results of an examination of the student's visual acuity and in male students, color vision. Female students in 7th grade and male students in 8th grade shall be screened for scoliosis by qualified personnel.

Sex Education (Junior High): In compliance with the *California Comprehensive Sexual Health and HIV/AIDS Prevention (Education Code Section 51938) and Assembly Bill 329*, the Hanford Elementary School District has selected a comprehensive sexual health curriculum that will be provided to students in 8th grade. The comprehensive

curriculum is designed to meet the exacting requirements of the Education Code and Assembly Bill requirements.

Instruction will address the requirements of the EC and AB, as well as address the recommendations from the Centers for Disease Control and Prevention. The comprehensive sexual health curriculum will be taught during your student's regular core class, during science. Parents will be provided notification in advance of the teaching be given an opportunity to inspect the curriculum and if desired, opt out of the lessons.

Parents or guardians of all pupils in the district (in grades 7 and 8) are hereby notified that school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Excuse from Instruction on Religious Grounds: Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent/guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs.

Pupils' Rights to Refrain from Harmful Use of Animals: A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the pupil's parent or guardian.

Pupils with Temporary Disabilities - Individual Instruction: Students with temporary disabilities, who cannot attend regular day classes, may receive individual instruction provided by the District at no cost to the parent.

Pupils with Temporary Disabilities - Residency Requirements: A pupil with a temporary disability, who is in a hospital or other health facility, which is outside of the school district in which the parent resides, shall have complied with residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. The pupil shall be provided with instruction no later than 5 working days after a determination is made that he or she qualifies for individual instruction.

HESD Photo and Video Release Form: The district publishes many pictures of students and students' written work which may appear in district publications such as the Student/Parent Handbook, teacher recruitment displays, school web pages or district web pages. Students appearing on the site/district web pages, videos or brochures will not be identified by their full names.

****This form will go home with all students the first week of school.**

Special Education for Handicapped Pupils: Any pupil with exceptional needs, who is eligible to receive special

education and related services, shall receive such instruction or services or both, at no cost.

Directory of Information: Hanford Elementary School District will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

In addition, Hanford Elementary School District does not include the following in regards to directory information, nor will the district release any such information without parent consent or a court order:

- Citizenship status
- Immigration status
- Place of birth
- Any information indicating national origin

Student directory information includes the following: Name, address, telephone number, email address, date of birth, participation in activities and dates of attendance.

Tobacco Free Schools: The Governing Board and the Superintendent of Hanford Elementary School District recognizes that smoking and other uses of tobacco and nicotine products constitutes a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

The Board and the Superintendent prohibits smoking and/or the use of tobacco at any time in district-owned or leased buildings, on district property, and in district vehicles.

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

Information about cessation programs are available upon request from the Office of School, Climate, Child Welfare and Attendance (585-3642).

Parent Involvement, Instruction (BP6020):
Board Policy 6020- Parent Involvement

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools: The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly

to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Categorical Programs: This letter is to inform you of the philosophy, reasoning, and contents of certain categorical programs that the Hanford Elementary School District (HESD) participates in. HESD participates in the following programs:

- Title I
- Title II
- Title III
- Title IV

The district, and school sites within the district, receive Title I, Title II, Title III, Title IV funds. To participate in these programs, HESD submits the Application for Funding Consolidated Categorical Aid Programs to the State of California Department of Education each year.

We encourage all parents to become involved with their child's education, both in the classroom and at the school-wide level. Each school, along with the School Site Council and English Learner Advisory Committee, develop a Comprehensive School Plan for Student Achievement that describes the educational programs in the various components and describes the categorical supplementary services. Parental involvement is a vital component of our Comprehensive School Plan. The following is an overview of the categorical funding and programs that each School participates in.

HESD Schools offer all students a rigorous, standards-based curriculum. Students with special needs are offered the same kinds of high quality learning opportunities and access to the core curriculum as all students. It is a priority to use funds from categorical programs for supplementary

materials, personnel, and for professional development for teachers.

Supplemental services and materials are used to reinforce direct instruction from the classroom teacher. The regular classroom teacher has responsibility for, and control over, the overall educational experience of each student. High expectations, goals, and content and performance standards for success in the core curriculum are the same for all students.

Professional development activities are used to improve teaching to increase the ability of all teachers and other staff to challenge and assist all students to meet or exceed the standards.

General purpose funds are used to provide support for the core curriculum program. Some children have special needs, over and above that of the general school population. These additional needs affect these students' success in the core programs. Some of these students come from economically disadvantaged homes (they are poor). Some students lack English language proficiency because they speak a primary language other than English. Children, such as those described above, require extra services and materials not always provided through the core curriculum program.

Children's needs are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are used to provide support to meet these students' extra needs.

The definitions that follow are provided to assist you in understanding the types of programs and funds your child's School receives, the types of students we serve, and the types of programs in which we participate:

Core Programs – Provide typical educational services and materials for each student in every school. General purpose revenues fund the core program. The core curriculum is district developed and reflects the essential elements of state frameworks and HESD grade level standards.

Categorical Funds – Funds earmarked for specifically identified categories of children for specific programs and purposes. In addition, categorical funds must be used for services and materials above and beyond those provided by the District's core program.

Identified Students - Children, identified through various methods, whose needs are met through supplementary services and materials. Supplementary programs are paid from categorical funds.

English Learner (EL) – Those students who speak a primary language that is not English. English language proficiency is determined by standardized tests approved by the California State Department of Education. EL students qualify for Title I services on the same basis as other students.

Primary Language – The first language heard, understood, and/or spoken.

School Plan for Student Achievement – A written plan for the utilization of categorical funds, that serves as the guide for implementing the planned categorical programs and services. It includes:

- School Data including Student Assessment Summaries
- Program Description
- An Action Plan with Goals and Objectives for Improving Student Achievement
- Professional Development
- Parent Involvement
- Means of Monitoring and Evaluation
- Budget
- School Committee Members (SSC and ELAC)
- School Site Assurances (signatures)

Title I – A federally funded program for the purpose of meeting the needs of Educationally Disadvantaged students in schools eligible to receive funds. Services and materials supplement the core programs.

Title II – A federally funded for the purpose of providing qualified teachers and principals to improve educational achievement for both regular and special needs children.

Title III - A federally funded program that provides support materials or services to English Learners to improve their English Language Development and academic achievement.

Schoolwide Program – A Schoolwide Program permits a school to use funds from Title I and other federal education programs to raise the academic achievement for all students and to improve the entire education program of the school.

The goal of the district, and of your child's school, is to create and maintain the best educational environment possible. We can only do this with your support and input. If you have any questions, concerns, or would like to become more involved the education process at your child's school, please contact the school office. To learn more about categorical programs you may want to become involved in the School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. Information about these activities will be sent home in September. We look forward to your involvement.

UCP Annual Notice for 2020-2021:

The Hanford Elementary School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Childcare and development programs

- Compensatory Education
- Consolidated categorical aid programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Hanford Elementary School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for

pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:
Superintendent
PO Box 1067
Hanford CA 93230
559-585-3600

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in The Hanford Elementary School District

School and Family Compact: The HESD School Family Compact has been jointly developed with parents, staff and students. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive environment. It describes parents' responsibility to support their children's learning. It describes students' responsibility for their own learning. The School Family Compact addresses the importance of communication between parents, teachers, and students

Parent Promise

To make sure that my child arrives at school each day prepared and well-rested.

To encourage my child to complete homework by providing a quiet place, enough time, and positive support.

To be an active partner in my child's education by participating in school activities.

To support my child by communicating the importance of learning and good character.

To remind my child that there is always an adult at school that they can talk to for support and encouragement.

Staff Promise

To motivate students by providing relevant, challenging, interesting work and having high expectations for their success.

To support students' character development by providing a safe, respectful learning environment.

To encourage students' academic and character development by providing their families with communication and support.

Student Promise

- To come to school prepared to learn.
- To ask my parents and teachers for help, support, and encouragement.
- To be responsible and always do my best work.
- To respect myself, my peers, and school staff.

AB 2022 Pupil Mental Health Services: School Notification

Counseling Services: Hanford Elementary School District currently employs five (5) full-time School Counselors. School Counselors are trained to help students succeed academically, socially, behaviorally and emotionally. They work directly with students to address academic and social-emotional needs, as addressed by parents, school personnel and other key stakeholders. They also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Hanford Elementary School District, School Counselors work with students to:

- Develop academic plans for students to make academic progress
- Conduct academic and career planning with students
- Provide behavioral support to students through such services as:
 - direct behavioral support
 - consultation services to student or to in-line staff
 - data collection and BIP development
- Provide direct instruction on appropriate:
 - social skills
 - friendship skills
 - anger management
 - self-regulation
 - problem solving
- Provide individual services to students, as identified by key stakeholders
- Make referrals to outside agencies for mental health care

Students who may be in need of mental health services can be provided these services through the School Counselor and these services are generated by any stakeholder through a Student Study Team Referral, Section 504 and/or IEP. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Hanford Elementary School District, School Counselors work with students and their families to:

- Evaluate eligibility for Section 504 services (within a multidisciplinary team)
- Provide behavioral techniques and interventions to staff
- Create plans to support general education students who are experiencing behavioral issues within the school setting
- Provide parents with information to enhance parenting skills
- Make referrals to outside agencies for mental health care
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the School Counselor, directly. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Psychological Services: Hanford Elementary School District currently employs six (6) full-time School Psychologists and one (1) part time School Psychologist.

School Psychologists are credentialed professionals whose primary objective is the application of scientific principles of learning and behavior to reduce school-related problems and to facilitate the learning and development of children within the school district. They are trained to help identify specific learning and behavioral barriers and develop a plan to support the student and staff to assist the student in making progress toward their academic, social-emotional and behavioral goals. In addition to working directly with students, the School Psychologists also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Hanford Elementary School District, School Psychologists work with students to:

- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Consult with staff and teachers to promote infusion of social-emotional learning with the classroom/curriculum.
- Help access universal mental and behavioral screening tools and provide early intervention for identified, at-risk students
- Develop and help implement school wide positive behavior interventions within a multi-tiered systems of support to address the social—emotional, behavioral and mental health needs of all students. Behavioral support for identified students through services such as:

- evidence-based mental and behavioral health programs (i.e. Check-In-Check-Out, Structured-Day)
- skills group counseling (i.e. social skills training, anger management, coping skills, etc.)
- targeted, direct-therapeutic individual counseling to help promote student access within their educational environment
- assessment and interpretation of behavioral data to monitor response to multi-tiered interventions
- behavior Intervention Plan (B.I.P.) development, and monitoring
- mentoring of identified, at-risk students
- suicide risk/threat assessment, suicide intervention and postvention
- participation on crisis response team to provide mental health prevention, intervention, and postvention services.
- Support and improve behavioral functioning of identified students on the school campus
- Build protective factors that help establish students' long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being.
- Promote wellness and resiliency in students by:
 - reinforcing appropriate communication and social skills
 - developing sound, problem solving skills
 - finding optimism
 - developing conflict resolution and anger management skills
 - understanding and monitoring of self-regulation skills
 - developing a sense of positive coping skills and self-determination
 - promoting positive peer relationships
 - creating a positive and safe school climate

Students who may be in need of mental health services can be referred to School Psychologist by any key stakeholder by making direct contact with the school. In many cases, these services are generated through a stakeholder through a Student Study Team, Section 504 and/or Individualized Education Plan. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Hanford Elementary School District, School Psychologists work with students and their families to:

- Identify and address learning and behavior barriers that interfere with the student's academic, social-emotional, and behavioral progress and successes within the school setting
- Complete a multi-disciplinary psycho-educational evaluation of academic, social, emotional, and behavioral problems relative to student eligibility for special education services (within a multidisciplinary team)

- Support students' social, emotional, and behavioral health across both the school and home environments
- Link parents with pertinent information to enhance parenting skills
- Increase positive behavior interactions with peers and staff
- Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
- Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc.), and link families with necessary resources to promote wellness and resiliency
- Make appropriate mental health related referrals to community agencies for the student and their family
- Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family
- Develop a cooperative relationship with relevant mental health community professionals
- Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
- Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site, directly. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

School Social Work Services: Hanford Elementary School District currently employs one (1) full-time School Social Worker.

The School Social Worker provides behavioral health services to students and supportive services to their families with the goal of facilitating and promoting the behavioral, emotional and social development of students. The School Social Worker identifies the needs of students and their families including behavioral health needs and develops individual and/or family goals and objectives for implementation through a School Social Work Service Plan. The School Social Worker provides direction to and oversight of a variety of social work and related services that promote academic, career, personal, and social development. The School Social Worker serves as an advocate for high academic achievement and social development for all students through the provision of individual and school wide intervention strategies, social work and related services.

Within Hanford Elementary School District, School Social Worker work with students to:

- Provide individual and/or group counseling to students

- Develop and maintain behavioral health programs that meet students' needs
- Assist students in the transition process between elementary, middle and high school and those returning from an alternative placement.
- Identify problems, develop interventions, organize and implement programs in order to address truancy, poor school performance, suspension/expulsion, transiency and retention, assist students to demonstrate the character and competencies for workplace success and to stay in school on target to graduate
- Effectively provides crisis intervention to student in regards to suicide and homicide threats, drug abuse, pregnancy, truancy, medical issues, community violence, child abuse, bullying and other issues and provides follow up case management service to assist students to achieve their personal best and to stay in school

Students who may be in need of mental health services can be referred to School Social Worker by any key stakeholder by making direct contact with the school. In many cases, these services are generated through a stakeholder through a Student Study Team, Section 504 and/or Individualized Education Plan. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Hanford Elementary School District, School Psychologists work with students and their families to:

- Provide individual, group, and family services
- Conduct multi-dimensional assessments, develop service plans, provide counseling services to students and families
- Provide intervention and postvention support
- Provides referral services to families who need to be connected to services outside of the District; provides follow up case management services to students and families by maintain regular contact with families
- Provides in-service training to parents, community agencies, students, District personnel and others
- Support students' social, emotional, and behavioral health
- Consults with outside agencies to provide services for students
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site, directly. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

The Hanford Elementary School District partners with Kings Behavioral Health. Kings Behavioral Health provides a wide variety of services to support students and

families in need of mental health support. Their expertise runs that gamut. To contact Kings Behavioral Health, call 852-2444 or visit their website at www.kcbh.org

The Hanford Elementary School District also partners with Kings View Counseling Services. Kings View Counseling Services for Kings County promote the prevention of and recovery from mental illness and substance abuse for the individual, family and community by offering accessible, caring and culturally competent services. Kings View offers a wide variety of services and programs to children and adults. To contact Kings View Counseling Services, call 582-4481 or visit their website at www.kingsview.org

Homeless Education: The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires all local educational agencies (school districts) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the federal Education for Homeless Children and Youths Program.

A homeless student is defined as:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youths who may be living in motels, hotels, trailer parks, shelters
- Children and youths who have a primary night time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

A homeless student has the right to attend either:

1. The school or origin (the school that the student was last enrolled when housed) or
2. The school of residence

The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin.

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request

all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, and tutoring services. Unaccompanied youth have these same rights. Homeless Education Program services are accessed by completing the Supplemental Pupil Information Form available in the school office. If you are homeless, inform the school office to ensure you receive the services to which you are entitled.

For further information regarding additional resources and/or advocacy, please contact the Homeless Liaisons, in the Office of Child Welfare and Attendance by calling 559-585-3642.

Foster Youth: The District's liaison for the Foster Youth Program under the provisions of AB 490 is located at the Child Welfare and Attendance Office, (559) 585-3642.

Prohibition of Sexual Bias in Course of Study: Elementary schools commencing with 7th grade, shall offer classes and courses to its pupils without regard to the sex of the student. Student shall be provided counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled.

Child Find System: Child Find is a legal requirement that schools find children who have disabilities and who may be entitled to special education services. Child Find covers every child from birth through 21 years of age. Child Find is a process in which the District and/or Special Education Local Plan Area ("SELPA") seek out children with suspected disability for screening and possible identification. This is done through advertisement, District website, District parent handbook, direct observation, etc. This responsibility includes children not yet enrolled in school and students in school (albeit public, private or homeschooled). Child Find requires school districts to have a process for identify and evaluating children who may need special education and related services. The process and programming (should a child qualify) provides help for students with disabilities through early intervention services for children not yet school aged, intervention services from a credentialed teacher and other service providers for students attending school and those transitioning out of high school. It should be noted that either the school or a parent can initiate Child Find.

504 Accommodations: If a child has a mental or physical condition which substantially limits a major life activity, consideration for Section 504 eligibility will be made to address the child's needs. Parents may request a Section 504 meeting through the school office.

The coordinator responsible for assuring compliance with Section 504 is: Karen McConnell, Assistant Superintendent Special Services, 714 N. White Street, Hanford, CA 93230 (559) 585-3617.

TYPE 2 DIABETES: Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

The information below needs to be added to the Parent Handbook. This is a new requirement, so I am not sure where it will best fit. I will leave that to you.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy. The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes: It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors: Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes: Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not

everyone who has these symptoms necessarily has type 2 diabetes.

Increased hunger, even after eating

- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments:

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Special Education Referral: Parents/guardians, teachers, and others may request an assessment for any child they believe has a disability. Requests for an assessment shall be submitted, in writing, to the school principal.

Child Abuse Prevention Training Program: Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program.

Child Abuse Reporting: A parent/guardian may file a complaint of suspected child abuse committed against a pupil following the procedures described in Administrative Regulation 5141.4 (copy provided upon request).

Sexual Harassment: HESD has adopted a policy prohibiting sexual harassment (BP/AR 5145.7). Any student who believes he/she has been sexually harassed, may file a complaint with the school office.

Incidents of Sexual Harassment

"Sexual Harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made against another person under any of the following conditions:

- a. Submission the conduct is explicitly or implicitly made a term or a condition of the student's academic status, or progress.
- b. Submission to, or rejection of, the conduct by the student is used as the basis of academic decisions affecting the student.
- c. The conduct has the purpose or effect of having a negative impact upon the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- d. Submission to, or rejection of, the conduct by the student is used as the basis for any decision affecting the student regarding the benefits and services, honors, programs or activities available at or through the school. (Education Code Section 212.5)

For the purposes of this section 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 educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive.

Sexual harassment by or against any student is subject to disciplinary action up to and including termination if the individual who engaged in the harassment is an employee

of the District and up to and including expulsion if he/she is a student of the district.

Examples of sexual harassment include, but are not limited to, the following:

- a. Unwelcome leering, sexual flirtations, or propositions.
- b. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- c. Graphic verbal comments about another individual's body, or overly personal conversation.
- d. Sexual jokes, stories, drawings, pictures, or gestures.
- e. Spreading sexual rumors.
- f. Touching an individual's body or clothes in a sexual way.
- g. Cornering or blocking of normal movements in a sexually domineering or teasing way
- h. Displaying sexually suggestive objects in the educational environment.

Complaint Procedures

1. Any student who feels that he/she is being sexually harassed should immediately contact a school site or district administrator. **Sexual Harassment Complaint forms are available in each school office and at the District Office.**
2. Staff members who receive complaints of sexual harassment from students should refer such complaints to the site or other district administrator.
3. If the site or district administrator is notified that an allegation of sexual harassment was not addressed to the complainants' satisfaction that administrator should provide the student and/or the student's parent/guardian with a copy of the District's sexual harassment policy and the district's uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedures.
4. Nothing in the District's grievance (complaint) procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.
5. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Consequences for Student to Student Sexual Harassment: Grades 4-8

- First-time incidents which reflect poor taste or judgment on the part of the offending student (e.g. unwelcome leering, sexual jokes, etc.) shall result, upon verification, in the counseling of the student by the teacher, site administrator/designee, and/or the issuance of a Level A Citation.
- Repeated offenses by the student or first-time incidents of a more serious nature, shall result in a

Level B Citation, and may be cause for a recommendation for expulsion.

Complaint Coordinator for student to student sexual harassment: Coordinator, Child Welfare and Attendance, HESD District Office 585-3642

Complaint Coordinator for employee to student sexual harassment: Contact Human Resources Dept., HESD District Office at 585-3619

Registered Sex Offenders: Information about registered sex offenders may be obtained on the Department of Justice internet web site. (www.meganslaw.ca.gov)

Pupil Internet Access Policy: All HESD students will receive training regarding proper and ethical use of computers, and security involving the Internet. All users of the Internet must comply with the Acceptable Use Policy. The principal or designee shall make all decisions regarding whether or not a user has violated regulations described in AR 6163.4, and may therefore deny, revoke or suspend a user's access at any time. Computer/Internet Usage rules are described in detail in HESD'S Student Conduct Code.

Teacher Qualifications: Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact your child's school.

School Accountability Report Card (SARC): Printed copies of the School Accountability Report Cards (SARC's) are available at your school site upon request. SARC's include information pertinent to each school such as student achievement, expenditures, class size, student attendance, student discipline, student safety, staff training and salary information. SARC's may also be viewed on HESD's website at <http://www.hesd.k12.ca.us>.

California Assessment of Student Performance and Progress (CAASPP): The CAASPP is the state academic testing program intended to provide information that can be

used to monitor student progress. CAASPP includes computer adaptive tests in English-language arts and mathematics and science. Students will take the tests in April and May. Following testing, student score reports will be available through the ParentVue portal. A parent's written request to school officials to excuse his or her child from any or all parts of the CAASPP shall be granted. If you have any questions regarding your child's participation, please contact your school site principal.

Comprehensive Safety Plan: The Board of Trustees recognizes that students and staff have the right to a safe and secure campus. Each school has an Emergency Disaster Plan that includes policies and procedures for students and staff in the event of any type of emergency. Such plans are available for review at your school site or at www.hesd.k12.ca.us.

Asbestos Management Plan: An updated management plan for asbestos containing material in school buildings is available at the District Office, 714 N. White Street and at your school site.

Pesticides Notification: The Healthy Schools Act requires all California school districts to notify parents/guardians and employees of pesticides they expect to apply during the year. Listed on the following page is a list of pesticides that HESD may use this year at each site. Parents/guardians may request 72-hour prior notice of pesticide applications by completing a "Request for Notification of Pesticide Use" within two weeks of the first day of school. Forms are available in the Facilities Office located in the HESD District Office. Further information on pesticides and their alternatives can be found at this Internet address <http://www.cdpr.ca.gov>

List of Chemicals possibly used by HESD:

<u>Pesticide to be used</u>	<u>Active Ingredient(s)</u>
<i>Advanced (2-in-1- Rose & Flower Care)</i>	<i>Disulfoton</i>
<i>Advanced Garden, Tree, & Shrub</i>	<i>Imidacloprid</i>
<i>Dimension 2 EW</i>	<i>Dithiopyr</i>
<i>Diquat SPC2</i>	<i>Diquat Dibromide</i>
<i>Dismiss CA Turf Herbicide</i>	<i>Sulfentrazone</i>
<i>EcoPCO</i>	<i>2-Phenethyl Propionate</i>
<i>EcoPCO AR-X Multi-purpose Aerosol Insecticide</i>	<i>2-Phenethyl Propionate</i>
<i>Fusilade 2000</i>	<i>Fluazifop-p-butyl</i>
<i>Gallery</i>	<i>Isoxaben</i>
<i>Gas Cartridges</i>	<i>Sodium Nitrate</i>
<i>Goal Tender Herbicide</i>	<i>480 g/L Oxyfluorfen</i>
<i>Hasten Spray Adjuvant</i>	<i>Non-Ionic Surfactant</i>
<i>Home Defense MAX</i>	<i>Bifenthrin</i>
<i>Lontrel</i>	<i>Clopyralid</i>
	<i>monoethanolamine salt</i>
<i>Menace 7.9</i>	<i>Bifenthrin</i>

Milestone VM

MSMA 6 Plus

Q-4 Turf Herbicide

Quik Pro Herbicide

Ranger Pro Herbicide

Revolver

Round-Up Pro Herbicide

Sedgehammer

Speed Zone (Southern)

Surflan AS

Talstar Insecticide

Tempo SC Ultra

Transport GHP Insecticide

Aminopyralid Tri-isopropanolammonium Monosodium acid methanearsonate

Quinclorac

Glyphosate

Glyphosate

Foramsulfuron

Glyphosate

Halosulfuron methyl (75.0%)

Carfentrazone-ethyl

Oryzalin

Acetamiprid

Beta-Cyfluthrin

Acetamiprid

Chemicals possibly used by Terminix for PEST Control

<u>Pesticide</u>	<u>Active Ingredient</u>
<i>Conquer</i>	<i>Refined Petroleums</i>
<i>Cy-Kick</i>	<i>Cyfluthrin</i>
<i>Demon WP</i>	<i>Cypermethrin</i>
<i>DRAX Ant Kil Gel</i>	<i>Orthoboric acid</i>
<i>Drione</i>	<i>Pyrethrins</i>
<i>Kicker</i>	<i>Pyrethrins</i>
<i>Maxforce Roach Killer</i>	<i>Hydramelthynon</i>
<i>Premise 75 WP</i>	<i>Imidacloprid</i>
<i>Tempo</i>	<i>Cyfluthrin</i>
<i>Vikane</i>	<i>Sulfuryl Fluoride</i>

STUDENT INSTRUCTION AND ACTIVITIES

CONTENT STANDARDS

Grade level state standards in English Language Arts and mathematics are available through your school office upon request or can be found on the HESD website at www.hesd.k12.ca.us.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

To meet the instructional needs of students based on their oral language proficiency, HESD offers two instructional programs:

1. **Structured English Immersion** in which nearly all classroom instruction is in English but the curriculum and presentation are designed for students who are learning the language;
2. **English Mainstream** in which students either are native English language speakers or English language learners who have acquired near native like proficiency in English.

English language learners are placed in instructional programs based on the English Language Proficiency Assessment for California (ELPAC). Parents who wish an alternative program for their child must go to the school to request a waiver of English language instruction requirements.

HOMEWORK POLICY

Meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework assignments shall be reasonable in length and appropriate to the grade level and course. It is expected that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework as necessary to fulfill academic goals and reinforce current instruction. Each school has developed a homework plan. Teachers will explain the homework plans to students and parents at the beginning of the year. Parents are encouraged to take an interest in the homework activities of their children and provide conditions that are conducive to good study habits.

Make-up Work: Students who miss school work because of absences are given the opportunity to complete assignments and tests that can be reasonably provided within the marking period.

NOTIFICATION OF STUDENT PROGRESS

In order to promote clear two-way communication between school and home, each teacher will inform parents of their child's general progress on a weekly basis. A weekly report to parents will be sent home with each TK & kindergarten through sixth grade student. Parents should review this report, sign it, and return it to school with their child.

Parents of junior high students have 24-hour access to the Synergy ParentVue system. Using this system, parents can check students' progress and communicate with their child's teacher online. Parents are strongly encouraged to log into ParentVue weekly and use the provided email link to communicate with their child's teacher. Parents without computer access at home may log into ParentVue in the school office.

RETENTION/PROMOTION

Students shall progress through grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Students at risk of being retained shall be identified as early as possible in the school year. Opportunities for remedial instruction shall be provided to assist the student in overcoming his/her academic deficiencies.

Retention/Promotion 7-8 Grade: Students shall be identified as being academically at risk who receives a mark of "D" or "F" in reading, writing or mathematics as indicated on the Report Card.

Seventh and eighth grade students must attain a minimum of a cumulative 2.0 GPA by the end of the year to be considered for promotion into the following grade. Failure to attain a 2.0 GPA may result in consideration for extended learning during the following school year or retention.

Seventh grade students who do not earn a minimum of a cumulative 2.0 GPA and for who retention is deemed inappropriate may be assigned to remedial coursework during the eighth grade year in lieu of an elective. These students may also be assigned extended learning during the following school year.

Eighth grade students who do not earn a minimum of a cumulative 2.0 GPA and for who retention is deemed inappropriate shall be transferred to the ninth grade and recommended to attend summer school conducted by the high school. These students will neither receive a certificate of promotion nor participate in promotion exercises. No eighth grade student with 18 absences or more, unless absences are medically excused by a doctor, may participate in the end of the year promotional activities.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in promotion exercises and/or activities in accordance with school rules.

Eighth grade promotional exercises shall be held to recognize those students who have successfully completed the required course of study, passed all proficiency standards, and thereby earned the right to receive a certificate of completion of the elementary education. The Board of Trustees recognizes that public school education is not considered finished until after completion of grade twelve. Therefore, the Board believes that these students deserve to be recognized for their achievement and encourages them to continue the pursuit of learning throughout their lives.

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

- Parents or legal representatives have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents to review the records without copies. Schools may charge a fee for copies.
- Parents have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
- School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
- Other schools to which a student is seeking to enroll;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date of birth, and dates of attendance unless the parent completes the "Refusal for Release of Directory Information Form" which is available at your child's school.

AR 5022 prohibits district staff from administering or distributing student's surveys that are designed to collect personal information for marketing or for selling of that information. Parental consent will be obtained prior to the administration of student surveys regarding health or behavior risks.

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information

may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements. Parents may request the district's policy regarding the destruction of records through the district office.

For additional information or to file a complaint, please see the information below.

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901 (800) 872-5327	California Department of Education Special Education Division Procedural Safeguards Referral Service 1430 N Street, Suite 2401 Sacramento, CA 95814 (800) 926-0648
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CALPADS

HESD is participating with the California Longitudinal Pupil Achievement Data System (CALPADS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts to which the student is transferring. All data maintained by CALPADS is in compliance with federal and state privacy and confidentiality requirements.

EXTRA-CURRICULAR & CO-CURRICULAR ACTIVITIES

HESD encourages students to participate in extra-curricular and co-curricular activities such as band, cheerleading, color guard, cross country, basketball, soccer, wrestling, baseball, softball, track, volleyball and water polo.

Eligibility for students in grades 4-6 shall be based upon the student's attendance, academic performance, academic effort (including completion of homework), conduct and citizenship as determined by his/her teacher. A student shall be deemed ineligible for participation in an upcoming game if he/she receives a Level B Citation. If he/she receives a Level C Citation or is recommended for expulsion the student shall be ineligible for participation for the remainder of an athletic season. A student who receives 6 citations and/or 5 days of suspension is ruled ineligible for the remainder of the school year.

It is the goal of the Hanford Elementary School District to work with parents to assist students in becoming self-directed and responsible for their own behavior. When

students do not meet the clearly defined and communicated behavioral and academic expectations, the student may lose his/her privileges to participate in extra-curricular and/or co-curricular activities.

Such activities include, but are not limited to:

1. Athletics
2. Student Clubs
3. Student government
4. Dances
5. Band
6. Special field trips
7. School assemblies
8. Promotion ceremonies (8th grade only)

Students in grades 7 and 8 desiring to participate in **extra/co-curricular activities** must:

- Earn at least a 2.0 grade point average every grading period.
- Have no more than one “F” each grading period.
- Have no more than 5 Citations and/or 4 days of suspension or 2 Level B Citations or 1 Level C Citation for the year.
- Students who quit a team without a valid reason shall be declared ineligible for the next athletic season.

Good Sportsmanship is the hallmark of a quality extra-curricular athletic program. Student athletes are expected to demonstrate positive character and good sportsmanship at all times. This includes demonstrating respect for other student athletes, coaches, officials, spectators and school personnel. Likewise, parents should be role models by also evidencing good sportsmanship at all times. Spectators should not berate players, coaches, officials, school personnel or fellow spectators. All spectators, including parents, must refrain from interfering with athletic competitions or evidencing behavior that interrupts one’s ability to coach or officiate.

STUDY TRIPS

Parent permission is required for student participation in study trips. A form will be sent home for parent/guardian signature for each study trip. All standard rules of conduct will be observed and enforced. Private vehicles shall not be used to provide transportation except for those students whose parents provide advance written requests and receive approval from the Superintendent to transport their child(ren) home from an event.

Supervision for study trips will be furnished by the school. Parents/guardians interested in attending as a chaperone must complete the parent volunteer process as outlined in the section entitled **PARENT VOLUNTEERS**. Although the school district will take every precaution to assure the welfare and safety of your child while on study trips, the school district assumes no liability whatsoever in case of injury or accident. The principal may exclude a student

from a study trip if the student poses a safety or disciplinary risk.

If your child has a health condition requiring medication to be taken on the study trip, the medication procedure must be strictly adhered to. Any student “self-carrying” medication may not attend the study trip if they do not have the medication with them.

STUDENT CLEAN-UP ACTIVITIES

Students may be assigned campus beautification such as litter pickup or cafeteria cleanup. Parents may contact school offices if they do not wish to have their children participate in such activities.

PARENT INVOLVEMENT & RESPONSIBILITIES

HESD recognizes that parental involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, the Superintendent/designee shall ensure that staff members at each school: 1) Help parents develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society; 2) Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home; 3) Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities; 4) Receive training that fosters effective and culturally sensitive communication between the home and school; and 5) Encourage parents to serve as volunteers in schools, attend school performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles. A copy of HESD’s Parent Involvement policy and your school’s Parent Involvement policy is sent home annually in your child’s first day packet materials.

Parent Involvement for Title I Program Participants:

Parents/guardians of students enrolled in Title I programs are encouraged to become involved in the planning and implementing of these programs. Ask your school about opportunities to make recommendations on the educational needs of your children, on ways in which you can help your children benefit from Title I programs and how to involve parents in Title I activities designed for parents.

PARENT VISITS TO SCHOOLS

Parents/Guardians are welcome to visit their child's school. All visitors are required to register in the school office

before entering any areas of the school campus. School classroom visits with teachers shall be arranged with the teacher and principal or designee in advance in order to ensure minimum interruption to the regular classroom program. Any person whose conduct willfully disrupts class work or school activities, or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to penalties provided by law. If you are dropping your student off before school, please drive very slowly, take your turn in the drop-off zone, and be aware of students and cars around you. No double-parking. In our parking lots, please park in designated parking spaces.

Please do not allow your child to walk between cars or cross the street alone.

PARENT CLUBS

HESD has a Parent Corporation, with a representative from each of the school site parent clubs. The Parent Corporation guides and directs the organization of the school site parent clubs. Each school may have a parent club organized for the purpose of assisting and promoting activities for the educational, social and physical welfare of pupils in the school district. Please contact your school for further information.

PARENT TO SCHOOL AUTHORIZATION

No employer shall discharge or in any manner discriminate against an employee who is the parent/guardian of a pupil for taking time off to appear in the school, at the request of a teacher, for a pupil who has been suspended from class if the employee, prior to taking the time off, gives reasonable notice to the employer that he/she is requested to appear in the school. (Labor Code 230.7) No employer who employs 25 or more employees working at the same location shall discharge or discriminate against an employee who is a parent/guardian of one or more children in TK & kindergarten through 12th grade for taking off up to 40 hours each school year, not exceeding 8 hours in any calendar month, to participate in activities of the school of any of his/her children, if employee gives reasonable notice of the planned absence. (Labor Code 230.8)

ADVISORY COMMITTEES

Parents have an opportunity to become involved in their child's school through advisory councils and committees. School Site Council parent members participate in the development, review and modification of school plans within their program area, assisting in seeing that each school provides for the needs of students. English Language Advisory Committees (ELAC) address programs pertaining to English language learners. There is a District English Learner Advisory Committee and a Parent Advisory Committee at the district level. You are urged to discuss your school's councils with the principal.

PARENT VOLUNTEERS

Parent/Guardian volunteers are welcome in HESD. If you are interested in volunteering at your child's school, or volunteering as a chaperone for field trips or study trips, please contact the school office. All persons volunteering must obtain TB clearance, be fingerprinted, and receive board approval prior to volunteer service. The process is simple but not immediate, so please contact the school office well in advance of when you would like to begin volunteering.

PARENT LIABILITY

Parents/Guardians are liable for damage to school property caused by his/her child. Parents/guardians are also responsible for the cost of replacement or paying for unreturned school property. Failure to assume liability may be cause to withhold student grades or promotion certificate. A student may also be required to perform voluntary work in lieu of payment for monetary damages.

DISTRICT PERSONNEL – PROFESSIONAL STANDARDS

The Board of Trustees expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgement when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

The following board policies address the above mentioned professional standards:

BP 4119.21(a)
BP 4219.21
BP 4319.21

These policies may be found on the district webpage.

WILLIAMS UNIFORM COMPLAINTS

Education Code 35186 requires that the following notice be posted in your child's classroom:

NOTICE TO PARENTS/GUARDIANS, PUPILS AND TEACHERS COMPLAINT RIGHTS

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: K-12 COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:
Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional material, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.
 - Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
 - Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

RETURNED CHECK CHARGE

There will be a \$15 fee charged on any returned check.

HANFORD ELEMENTARY SCHOOL DISTRICT

P.O. Box 1067
Hanford, CA 93232

Schools	Grades Served	Instructional Day	Address	Office Phone	Attendance Line
JEFFERSON ACADEMY	*K-8	Kindergarten 8:00 am – 2:07 pm Grades 1-3 8:00 am – 2:27 pm Grades 4-6 8:00 am – 2:47 pm Grade 7-8 8:00 am – 2:56 pm	1264 Middleton Street	585-3700	585-3702
HAMILTON	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	1269 Leland Way	585-3820	585-3834
KING	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	820 Hume Avenue	585-3715	585-3717
LINCOLN	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	832 S. Harris Street	585-3730	585-3732
MONROE	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	300 Monroe Drive	585-3745	585-3747
RICHMOND	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	939 Katie Hammond Lane	585-3760	585-3762
ROOSEVELT	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	870 W. Davis Street	585-3775	585-3777
SIMAS	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	1875 Fitzgerald Lane	585-3790	585-3792
WASHINGTON	*TK-6	TK & Kindergarten 8:00 am - 2:07 pm Grades 1-3 8:00 am - 2:27 pm Grades 4-6 8:00 am - 2:47 pm	2245 N. Fairmont Street	585-3805	585-3807
KENNEDY JR. HIGH	7-8	8:00 am - 2:56 pm	1000 E. Florinda Street	585-3850	585-3850
WILSON JR. HIGH	7-8	8:00 am - 2:56 pm	601 W. Florinda Street	585-3870	585-3870
Community Day School	*K-8	8:00 am - 2:45 pm	1412 Dawn Lane	585-3714	

**Transitional Kindergarten may not be available at all school sites*

HESD District Office: 714 N. White Street, Hanford, CA 93230, Directory Assistance 585-3600

Child Welfare and Attendance	585-3642	Foggy Day Information	585-3652	Human Resources	585-3619
Curriculum, Instruction & Prof Dev	585-3672			Office of Special Services	585-3617
Facilities and Operations	585-3628	Food Services	585-3666	Superintendent's Office	585-3604
Program Development, Assessment & Accountability	585-3667	Health Services	585-3622	Transportation (Bus) Services	585-3648

EMERGENCIES 911

Law Enforcement		Fire/Hospital		Crisis Programs/Assistance	
Hanford Police	585-2540	Hanford Fire Dept.	585-2545	Kings County Mental Health	582-4481
Sheriff's Office	582-3211	County Fire Dept.	582-3211	Kings County Protective Services	582-8776
Highway Patrol	582-0231	Adventist Health Hanford	582-9000	Child Abuse Prevention	582-4386
Gang Task Force	582-3211	Community Care	537-0250	Kings County Community Action	582-7218
Narcotics Task Force	582-2802	Family Physician		Kings County Crisis Pregnancy	583-1900
Hanford Graffiti Hotline	584-7002			Kings County Probation	582-3211

Hanford Elementary School District 2020-2021 School Calendar

July 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Important Dates						
School Starts: August 13						
School Ends: June 4						
Parent Conferences: November 23-24						
End of 1 st Trimester: November 6						
End of 2 nd Trimester: March 5						
End of 3 rd Trimester: June 4						

Holidays						
Labor Day: September 7						
Veteran's Day: November 11 (observed)						
Thanksgiving Break: November 25-27						
Winter Break: December 21-January 8						
Martin Luther King Jr.: January 18						
No School: February 8						
President's Day: February 15						
Spring Break: March 29- April 5						
Memorial Day: May 31						

Minimum Days						
Every Wednesday						
December 18						
March 26						
May 27: JR High Only						
May 28						
June 4						

January 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2021						
S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			