

PARENT AND STUDENT  
NOTIFICATIONS & INFORMATION  
HANDBOOK  
2019-2020

**“Accountability for every student by name”**



---

The Golden Plains Unified School District (“District”) is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code (“EC”) Section (“§”) 48980.

The attached acknowledgement of receipt of this notice must be signed by the parent/guardian and returned to the school as required by EC § 48982.

---

## TABLE OF CONTENTS

<b>1. SUPERINTENDENT’S MESSAGE.....</b>	<b>1</b>
<b>2. BOARD OF EDUCATION.....</b>	<b>2</b>
<b>3. DISTRICT/SCHOOL CONTACTS .....</b>	<b>3</b>
<b>4. BELL SCHEDULES.....</b>	<b>4</b>
<b>5. ACADEMIC ACHIEVEMENT</b>	
Principal.....	5
Academic Goals.....	5
School/Community Goals.....	5
Principal’s Secretary.....	5
ELA/ELD Framework & Best First Instruction.....	5
Career Pathways.....	5
Academic Agreement .....	5
Aeries Gradebook.....	5
Student Planner.....	5
Academic Interventions.....	6
Blackboard Connect Notification Systems.....	6
Advanced Placement & International Baccalaureate Exam Fees.....	6
Leadership: Associated Student Body.....	6
School Sponsored Clubs.....	6
Non-school Sponsored Clubs and Activities.....	7
Field Trips.....	7
Nondiscrimination Statement.....	7
Safe Place to Learn Act.....	7
Surveys.....	7
Uniform Complaint Policy and Procedures.....	8
<b>6. ATTENDANCE</b>	
Principal/Vice-Principal.....	8
School Attendance Objectives.....	8
Attendance Clerk.....	8
Campus Monitors.....	8
Attendance Options/Permits.....	9
Avoiding Absences, Written Excuses.....	9
Excused Absences – EC 46014 and 48205.....	10
Chronic Absence and Truancy Definitions .....	11

Addressing Chronic Absence.....	11
Addressing Truancy.....	11
Initial Truancy.....	12
Second Truancy.....	12
Third Truancy.....	12
Fourth Truancy.....	13
Chronic Truancy.....	13
School Tardy Policy.....	13

**7. COUNSELING**

Counselor.....	14
Academic Goals.....	14
School/Community Engagement Goals.....	14
Registrar.....	14
Student Pathway.....	14
Eminence Healthcare.....	14
Climate Survey.....	15
Student Support Team.....	15
Student Study Team Process.....	15
Availability of Prospectus.....	15
Cal Grant Program – EC 69432.9.....	15
Career Counseling & Course Selection.....	15
College Admission Requirements and Higher Education Information.....	15
College Visits.....	16
Confidentiality of Student Information.....	16
Notice of Alternative Schools.....	16
Pupil Records.....	16
Summer School.....	17
Student Behavior.....	17

**8. CHILD WELFARE**

District Office/Principal.....	17
Child Abuse and Neglect Reporting.....	17
Child Find.....	17
Custody Issues.....	17
Foster and Homeless Youth Educational Placement.....	17
Free and Reduced Price Meals.....	17
Foster Youth Education.....	17

Homeless Youth Education.....	17
Megan’s Law.....	18
Victim of a Violent Crime.....	18
Section 504.....	18

**9. HEALTH & MEDICAL**

School Nurse.....	19
Entrance Health Screening.....	19
Oral Health Assessment.....	19
Immunizations & Tuberculosis Test.....	19
First Aid, Illness, Injuries.....	19
Emergency Treatment for Anaphylaxis – EC 49414.....	20
Physical Examination.....	20
Physical Education (P.E.) Medical Excuse.....	20
Medical or Hospital Service.....	20
Instruction for Pupils with Temporary Disabilities.....	21
Medication Regimen.....	21
Confidential Medical Services.....	21
Head Lice.....	21

**10. POSITIVE STUDENT BEHAVIOR**

Principal/Vice Principal.....	21
Campus Monitors.....	22
Behavior Objectives.....	22
Academic Behavior.....	22
Behavior Steps/Eligibility.....	22
Behavior Consequences.....	22
Student Support Team.....	22
Student Study Team Process.....	22
School Rules.....	22
Student Conduct/Discipline.....	23
Alcohol, Drugs, and Other Enforcement.....	25
Dangerous Objects.....	25
Bullying.....	25
Cyber Bullying.....	25
Dress Code Uniforms.....	25
Dress Code Policy.....	25
Expulsion Hearings/Re-Admissions.....	27

Suspension by Site Administrator or Designee.....	27
Grounds for Mandatory Expulsion.....	28
Items Not Appropriate for School.....	28
No Open Signs of Affection.....	28
Property Damage.....	28
Requirement of Parent/Guardian School Attendance.....	28
Search and Seizure.....	28
Sexual Harassment.....	29
Skating on School Property.....	29
Student Clean-Up Activities.....	29
Tobacco-Free Campus - Health & Safety .....	29

**11. PARENT INVOLVEMENT**

Administration.....	29
Administrative Secretary.....	29
Academic Goals.....	29
School/Community Engagement Goals.....	29
4 Principles of Parent Involvement: ELA/ELD Framework.....	29
Back-to-School Night/Open House.....	29
District Advisory Committee (DAC).....	30
District English Learner Advisory Committee (DELAC).....	30
English Learner Advisory Committee (ELAC).....	30
Migrant Education.....	30
Parent Contact Information.....	30
Parent/Guardian Communication.....	30
Parent Teacher Conferences.....	30
Report Cards.....	31
School Advisory Committee (SAC).....	31
School Site Council (SSC).....	31
Website.....	31
School Visiting Procedures.....	31
Volunteers.....	31

**12. SCHOOL INFORMATION**

Administration.....	31
Access by Military Recruiters.....	31
Asbestos Management Plan.....	31
California High School Proficiency Exam.....	31
Directory Information.....	32

<b>Disruption in a Public School or Public School Meeting.....</b>	<b>32</b>
<b>Electronic Listening or Recording Device.....</b>	<b>32</b>
<b>Electronic Signaling Device.....</b>	<b>32</b>
<b>Gun Free School Zone Act.....</b>	<b>32</b>
<b>Harm or Destruction of Animals.....</b>	<b>33</b>
<b>Lost Personal Items.....</b>	<b>33</b>
<b>Minimum &amp; Pupil-free Staff Development Days – EC 48980(c).....</b>	<b>33</b>
<b>Office-campus Lunch – EC 44808.5.....</b>	<b>33</b>
<b>Pesticide Products.....</b>	<b>34</b>
<b>School Accountability Report Card.....</b>	<b>34</b>
<b>School Safety Plan.....</b>	<b>34</b>
<b>Emergency Procedures.....</b>	<b>34</b>
<b>Fire/Earthquake/Lockdown Safety.....</b>	<b>34</b>
<b>Sex and HIV/AIDS Education.....</b>	<b>34</b>
<b>Title I.....</b>	<b>34</b>
<b>Williams Complaint Policy &amp; Procedure.....</b>	<b>35</b>

**13. SPECIAL EDUCATION**

<b>Special Education Coordinator.....</b>	<b>35</b>
<b>Services for Students with Exceptional Needs or a Disability.....</b>	<b>35</b>
<b>Identification of Individuals with Exceptional Needs.....</b>	<b>35</b>
<b>Referral for Assessment.....</b>	<b>35</b>
<b>Criteria for Appropriate Assessment Referral.....</b>	<b>36</b>
<b>General Education Teacher’s Responsibilities to a Student with Disabilities.....</b>	<b>36</b>

**14. SPORTS/ATHLETICS**

<b>Athletic Director.....</b>	<b>37</b>
<b>Academic Goals.....</b>	<b>37</b>
<b>School/Community Engagement Goals.....</b>	<b>37</b>
<b>Extracurricular and Co-Curricular Activities (NO PASS - NO PLAY POLICY).....</b>	<b>37</b>
<b>Health Insurance Coverage for Athletes.....</b>	<b>38</b>
<b>Competitive Athletics – EC 221.9.....</b>	<b>38</b>
<b>Concussion and Head Injuries.....</b>	<b>38</b>
<b>Sudden Cardiac Arrest.....</b>	<b>38</b>

**15. TECHNOLOGY**

<b>Technology Director.....</b>	<b>38</b>
<b>Acceptable Use of Technology.....</b>	<b>39</b>

Board Policy in Use of Technology.....	39
Internet Services.....	39
Internet Safety.....	39
Social Media.....	39
<b>16. TRANSPORTATION</b>	
Athletics or School Sponsored Activities.....	40
Field Trips.....	40
Rules for the Bus.....	40
Transport To/From Events/Extra Curricular.....	41
Parent Transportation.....	41
Other Transportation.....	41
Foggy Day Bus Schedule.....	41
School Bus Safety.....	41
<b>17. APPENDIX 1</b>	
Grounds for Suspension/Expulsion.....	42
EC 48900.2 Sexual Harassment.....	43
EC 48900.3 Hate Violence.....	44
EC 48900.4 Harassment, Threats or Intimidation.....	44
EC 48900.5 Limitations on Imposing Suspension.....	44
EC 48900.7 Terroristic Threats.....	44
EC 48915 Circumstances for Recommending Expulsion.....	44
<b>18. APPENDIX 2</b>	
School-wide Disciplinary Guidelines and Procedures for Misbehavior.....	46
<b>19. APPENDIX 3</b>	
California Education Code Excused Absences – EC 46014 and 48205.....	52
<b>20. APPENDIX 4</b>	
Foster Youth Education Rights.....	54
<b>21. APPENDIX 5</b>	
California High School Proficiency Exam 2019-20.....	56
<b>22. APPENDIX 6</b>	
2019-20 School Calendar.....	57

## *Superintendent's Message*

Welcome back Golden Plains Family!

As we move forward into the 2019-2020 school year, GPUSD is committed to providing high quality grade level rigorous education to all students. As a system and educational entity, we will continue to provide a caring and compassionate environment where our students and parents will experience a sense of belonging in our schools. We believe that communication between parents, community and school is imperative. All of our facilities have gone through some kind of modernization over the last three years and we will continue to see more changes coming our way in our schools. Please remember that we ALL play a vital role in the success of our district. No one is above or below in status. Our titles identify a job description that we execute on a daily basis. We are a family and we help each as needed so that our students have memorable experiences in our schools.

We will continue with the leverage the ELA/ELD Framework and ELD Standards while capitalizing on the Principles found in the English Learner Roadmap that most of you have been exposed to. With regards to instructional practices in our classrooms; and as we move into year four of the SEAL (Sobrato Early Academic Language) Model implementation, we are very excited about this school year because our SEAL program has been expanding to fourth and fifth grade and in some cases into some six grade classrooms. In SEAL classrooms, students will continue to experience rich units around a common topic over a period of four to six weeks where grade level standards will be used to fuel classroom learning. In grades 6-12, our students will continue to experience rich grade level text that will be surrounded by great practices so that the language and literacy (ERWC) experience to access the content becomes part of everyday learning. The EL Roadmap will continue to provide alignment of practices in and out of the classroom so that the home language and culture are nurtured and embraced while learning rigorous grade level content in English. Additionally, this year we will deepen our planning and alignment of services to our Dual Language Program and Career & Technical Education Pathways.

I am privileged to share the responsibility with all of you as we provide memorable experiences for each and every one of our students. The support and enthusiasm I witness each day coming to work is very rewarding. We appreciate the GPUSD students, staff and community for creating this positive environment as we strive for academic excellence and fiscal responsibility. In closing, I would like to thank the Golden Plains Unified School District communities for their partnership, positive environment, and opportunity to serve as the school superintendent.

I wish all of us a very successful and memorable school year.

Martín Macías  
Superintendent

“Accountability for every student by name, whatever it takes, our students are worth it!”



## **GOLDEN PLAINS UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES**

Golden Plains Unified School District is governed by a Board of Trustees elected by the communities in our district. This seven-member Board meets on a monthly basis to review the progress of the District toward reaching its goals for the school year. The Goals for the 2019-2020 School Year are:

1. High Student Achievement
2. High Level of Professional Accountability for All Staff
3. Balanced Fiscal Management
4. Higher Student Attendance

<b><u>Office</u></b>	<b><u>Name</u></b>	<b><u>District</u></b>	<b><u>Term Expires</u></b>
Board President	Sal Parra, Jr.	Trustee Area No. 1	2023
Board Vice-President	Tom J. Fairless	Trustee Area No. 4	2023
Board Clerk	Celina U. Rossetti	Trustee Area No. 3	2020
Board Member	Leticia Fernández	Trustee Area No. 2	2023
Board Member	Leticia Rodríguez	Trustee Area No. 3	2023
Board Member	Kathy Chaffin	Trustee Area No. 2	2020
Board Member	Maryann Trujillo	Trustee Area No. 4	2020

## **GOLDEN PLAINS UNIFIED SCHOOL DISTRICT MISSION & PHILOSOPHICAL STATEMENT**



### **Mission Statement**

The Golden Plains Unified School District embraces the value and importance of each individual learner and offers a quality education emphasizing, success, intellectual, social and emotional growth and academic achievement in a caring, nurturing environment developing responsible citizens.

### **Philosophical Statement**

The Golden Plains Unified School District will offer all students a quality education, which prepares them for academic, occupational, and personal success; positive relationships; and effective citizenship.

We believe that all students can achieve. We will work with our school communities to promote programs that support children in being safe, healthy, and successful in learning! We will promote sensitivity to individual differences.

The school board and staff will work together and in partnership with parents and other community members to meet the educational needs of our children.



Martín Macías  
Superintendent  
22000 Nevada Street, San Joaquin, CA 93660  
Telephone: (559) 693-1115

### **DISTRICT OFFICE DIRECTORY**

Joann Minnite, Administrative Assistant to Superintendent	Ext: 5802
María Bustos-Flores, Director of Human Resources & Credentials, Title IX –Employees	Ext: 5808
Anthony Hernandez, Chief Business Officer, Title 5 CCR – Facilities	Ext: 5807
Andre Pecina, Assistant Superintendent, Student Services, Title IX – Students	Ext: 5813
Keith Mackey, Coordinator of Special Education, 504/Title II	Ext: 5816
Mustafa Zwebti, Director of Technology	Ext: 5814
Steve Fusi, Director of MOT	Ext: 5815
Armida Espinoza, Parent/Adult Coordinator	Ext: 5812
Cristina Covarrubia, Student Services Supervisor	Ext: 5810
Claudia Castillo, District Data & Tech Support	Ext: 5811
Lupe Munguia, Financial Analyst III/Payroll	Ext: 5806
Manuel Villar, Financial Analyst/Purchasing	Ext: 5809

### **GOLDEN PLAINS UNIFIED SCHOOL DISTRICT - SCHOOL SITES**

#### **San Joaquín Elementary**

##### **Joel Ramirez, Principal**

8535 S. 9<sup>th</sup> Street/P.O. Box 408  
San Joaquin, CA 93660  
Tel: (559) 693-4321  
Fax: (559) 693-2369

#### **Cantua Elementary**

##### **Joe Trejo, Principal**

29288 W. Clarkson/P.O. Box 369  
Cantua Creek, CA 93608  
Tel: (559) 829-3331  
Fax: (559) 829-6783

#### **Tranquillity Elementary**

##### **Matt Kinnunen, Principal**

6116 S. Daniels/P.O. Box 337  
Tranquillity, CA 93668  
Tel: (559) 698-5517  
Fax: (559) 698-5546

#### **Helm Elementary**

##### **Jose Chavira, Principal**

13883 S. Lassen Ave. /P.O. Box 158  
Helm, CA 93627  
Tel: (559) 866-5683  
Fax: (559) 866-5209

#### **Tranquillity High School**

##### **Alicia Parnell, Principal**

6052 Juanche/P.O. Box 457  
Tranquillity, CA 93668  
Tel: (559) 698-7205  
Fax: (559) 698-7632

#### **Rio Del Rey Continuation High School**

##### **Jose Chavira, Principal**

13883 S. Lassen Ave. /P.O. Box 158  
Helm, CA 93627  
Tel: (559) 866-5757  
Fax: (559) 866-5209

***Special Note:*** At the time of publication, every effort was made to have accurate and complete information in this planner. However, dates and policies are subject to change and students should always contact appropriate school personnel for clarification.

## **DAILY SCHEDULE FOR ELEMENTARY SCHOOLS**

7:55 am 1<sup>ST</sup> Bell Rings

8:00 am Tardy Bell Rings/Instruction Begins

3:00 pm Dismissal: Monday - Thursday

2:45 pm Dismissal: Fridays

9:25 am 1<sup>st</sup> Bell Rings: Late Start Wednesdays (Collaboration Day)

9:30 am Tardy Bell Rings/Instruction Begins: Late Start Wednesdays (Collaboration Day)

## **FOGGY DAY BUS SCHEDULE**

Plan A: Two-hour delay, buses only. Buses will run 2 hours later.  
(Classes will begin at 10:00 a.m.)

Plan B: Three-hour delay, buses only.  
(All classes will begin at 10:00 a.m.)

Plan C: Morning (A.M.) buses canceled.  
(All classes begin at 10:00a.m.)

## **TRANQUILLITY HIGH SCHOOL DAILY BELL SCHEDULE**

<b><u>Period</u></b>	<b><u>Time</u></b>
<b>First Bell</b>	8:00 am
1	8:05 – 8:56 am
2	9:00 – 9:51 am
<b>Break</b>	9:51 – 9:54 am
3	9:58 – 10:49 am
4	10:53 – 11:44 am
5	11:48 – 12:39 am
<b>Lunch</b>	12:39 – 1:19 pm
6	1:23 – 2:14 pm
7	2:18 – 3:08 am

## **TRANQUILLITY HIGH SCHOOL COLLABORATION DAY SCHEDULE**

<b><u>Period</u></b>	<b><u>Time</u></b>
<b>First Bell</b>	9:25 am
1	9:30 – 10:19 am
2	10:13 – 10:52 am
3	10:56 – 11:35 am
4	11:39 – 12:18 pm
<b>Lunch</b>	12:18 – 12:58 pm
5	1:02 – 1:41 pm
6	1:45 – 2:24 pm
7	2:28 – 3:08 pm

## Academic Achievement



### Principal

The principal, as educational leader, directs academic achievement, school safety, and school curricular/extracurricular programs. As a supervisor, the principal observes and evaluates how teachers plan and deliver instructional strategies that reflect the Framework for English Language and best first instruction. Other areas of supervision include reviewing curriculum, academic programs, and school-wide safety as well as extra-curricular activities. The principal is happy to meet with parents, community members, and students.

### Academic Goals

1. All students will increase achievement and proficiency levels in ELA, Math, and ELD
2. Increase levels of English Proficiency for English Learners

### School/Community Engagement Goals

1. Increase stakeholder/community engagement by 2%
2. Increase student participation in co/extracurricular activities by 5%

### Principal's Secretary

Please contact the principal's secretary to arrange a meeting with the principal for questions about "Academic Achievement".

### The Blueprint: The Framework for English Language Arts (ELA)/English Language Development (ELD) and Best First Instruction

The Framework for ELA/ELD coordinates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) with the California English Language Development Standards (CA ELD Standards). The Framework addresses English literacy and language, including reading, writing, speaking, listening, and the use and development of these skills across the disciplines. Schools provide a curriculum that is aligned to the standards and English language development.

With the Framework for English Language as a blueprint, GPUSD emphasizes best practices throughout classes. Such practices include posting learning objectives for all students to see and referencing that objective; Providing an opportunity for all students to respond along with frequent checking for understanding. Student talking and doing should predominate classes, and students should study often with a partner or in groups. Classroom teachers will also promote higher order thinking and

questioning while maintaining a safe classroom culture that is engaging and positive.

### Career Pathways: CTE, College, and Career Ready

Students attending Golden Plains Unified choose a pathway by the 7th grade. School sites focus students on their pathway. Students and parents may meet with a counselor to determine the pathway that best meets a student's interests and abilities. Students who are college or university bound have a wide number of courses to choose from at the high school, and the chance to obtain dual credit at the college level expands every year. For those students who desire to enter a professional career immediately after high school, the CTE program offers sports medicine, auto shop, small business and Broadcasting. Students can gain work experience and course in the CTE program. Golden Plains Unified also prepares students for a career after high school through a strong curriculum.

### Academic Agreement: Class Syllabus

The class syllabus establishes an agreement between the teacher and students. On a syllabus, teachers provide a description of the course which includes information on whether the course meets A-G requirements for acceptance at a four year college. A syllabus contains class rules, grade policies, required texts, and a curriculum map that demonstrates how the class meets the needs of all students through best teaching practices and the Framework for English Learners. At the start of every school year, teachers distribute the syllabus, and may require that parents sign an acknowledgement. Copies are then sent to the principal's secretary.

### Aeries Gradebook

GPUSD uses Aeries gradebook and attendance throughout the district. Every day, teachers take roll electronically, and parents are notified of student absences. In addition, teachers input formative and summative assessments on a weekly basis. Beginning this year, teachers will use category weights in their gradebooks in order to focus on literacy and language. The weighted categories will include at least the following: Reading; Writing; Listening & Speaking; Language; Research; and Assessments. Students and parents can check student grades online for the latest assignments and projects. Teachers also email grades home through Aeries, so parents can receive grade updates through mobile devices if a correct email is provided to the school.

### Student Planner

GPUSD purchases student planners for every student in the district. Planners allow students to make note of important due dates, assignments, and homework. Therefore, it is very important for students to take care of their planners and have them at all times.

### **Academic Interventions**

Classroom teachers are primarily responsible for ensuring that classroom modifications and home/school connection interventions are provided. GPUSD has taken steps to improve the identification and intervention for students. The use of DISTRICT FORMATIVE ASSESSMENTS in the student gradebook quickly allows teachers and administrators to identify which students need academic intervention, and whether modifications have been provided.

Because site principals are primarily responsible for ensuring that at risk students are included in site and district intervention programs, the use of DISTRICT FORMATIVE ASSESSMENTS in the teacher gradebooks is essential. Now teachers and administrators can initiate student interventions much more rapidly before students fall too far behind. Parental support is necessary in order for students to be involved in many of the intervention programs. Parents should be aware that student involvement in intervention programs may be a condition for grade level promotion at the end of the year. Through parent conferences, newsletters, School Site Council, and other meetings, staff members are encouraged to communicate with parents regarding the implications of this policy and regulation. Such programs shall be offered during the summer, after school, on Saturdays, and/or during intercessions.

Services shall not be provided during the regular instructional day if such services would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5) Additional information is available on the District Website: [www.gpusd.org](http://www.gpusd.org).

### **Blackboard Connect Notification System**

The Golden Plains Unified School District uses a District wide notification system called Blackboard Connect (formerly *Connect-ED*) to personally communicate with parents and staff, regarding emergency situations, attendance, school events and other important issues impacting you and your child. The Blackboard Connect service allows us to send personalized voice messages to your family's home, work or cell phones, and also contact you through email, text messaging and social networks. We are able to reach everyone in the District within minutes based on Blackboard Connects capabilities which improves school and District wide communication with parents and employees. Keeping parents more informed and involved leads to higher student achievement and student safety. Please help us by ensuring we have your current contact information. You can specify on which phone you receive general notification, attendance and emergency communications by completing the Student Emergency Information Form.

### **Website**

Through websites, schools provide the community important information about school programs, athletics, school academic progress. Parents and students should take advantage of the website in order to keep up-to-date.

### **Advanced Placement & International Baccalaureate Exam Fees – EC 48980(k)**

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact the high school office at (559) 698-7205 for information.

Advanced placement courses allow students who wish to challenge themselves the opportunity for a college experience while still enrolled in high school. A.P. courses prepare students for the rigor and depth found at the university. Students who take A.P. exams at the end of the year can earn university credit depending on their scores.

The A.P. program at THS consists of the pre-A.P. courses in honors as well as the A.P. courses in various subjects.

### **Leadership: Associated Student Body**

ASB Director: The ASB director recruits and maintains students who demonstrate exceptional behavior and possess the desire to contribute to the academic life of the school.

Students are elected by their student body peers.

ASB students promote school spirit through rallies and other activities. All students are encouraged to apply for ASB positions, and ASB membership can enhance a student's resume for college acceptance as well as employment.

### **School Sponsored Clubs**

#### **Club Advisor**

Various teachers serve as club advisors. Club advisors oversee club meetings and activities, and ensure that attendance is reported to the Principal's secretary. The advisor also sanctions the club by submitting a constitution and holding meetings.

#### **Sanctioned clubs and activities**

Sanctioning a club and activity is the only way to gaining sponsorship by the school and school district. Sponsorship allows students to attend sporting events/club activities during school hours without accruing an unexcused absence. In addition, the school sites are then responsible for ensuring supervision that

meets professional standards (i.e. background check, finger-printing, references)

School clubs provide students an opportunity to build relationships with other students who enjoy the same interest. Club activities promote a positive academic learning environment, and students are encouraged to join clubs every year.

### **Non-school Sponsored Clubs and Activities**

Non-School sponsored club sports and organizations can provide students the opportunity to develop beyond what schools can promote. While these clubs and activities contribute significantly to school culture, Golden Plains Unified School District does not sponsor such clubs and organizations. Responsibility for these sports and activities lies solely with the coaches/advisors for those sports and activities. Golden Plains Unified does not provide food, drink, insurance, supervision, or transportation for these sports and activities. GPUSD may rent or provide the use of their facilities as it does for other public or private organizations. In addition, participation in these sports and activities during regular school hours is not excused. Students who miss school for these sports and activities may be considered truant.



### **Field Trips**

School field trips provide students the opportunity to enhance their learning experience in the classroom by visiting local parks, museums, or other venues. Students may also attend field trips for end of the year activities if student behavior has been appropriate throughout the year.

### **Nondiscrimination Statement**



The District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the following compliance officers;

### Title IX -Employees

Director of Human Resources and Credential  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

### Title IX – Students

Assistant Superintendent, Student Services  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

### 504/Title II

Special Education Coordinator  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

### Title 5 CCR - Facilities

Chief Business Officer  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

### **Safe Place to Learn Act – EC 234 and 234.1**

The District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's antidiscrimination, antiharassment, anti-intimidation, and antibullying policies, please contact the Superintendent or designee at (559) 693-1115.

### **Surveys – EC 51513**

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the

student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing.

### **Uniform Complaint Policy and Procedure – 5 CCR 4622, EC 234.1, 32289, and 49013**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs; 2) unlawful discrimination against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, 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 a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; 5) unlawful imposition of pupil fees for participation in educational activities in public schools; 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3; 7) noncompliance with physical education instructional minutes at specified grade levels; 8) inappropriate assignment of a pupil to courses without educational content or previously completed and received a grade sufficient for satisfying the requirements for high school graduation and admission into post-secondary education; 9) noncompliance with education provisions for pupils in foster care, who are homeless, or who are former juvenile court school students; and 10) failure to reasonably accommodate lactating pupils.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the Superintendent or designee who will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless the complainant

agrees in writing to extend the time line. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 calendar days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists; including cases in which the district has not taken action within 60 calendar days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Contact the Superintendent or designee for additional information or assistance.

## **Attendance/Tardy Policies**

**Principal/Vice Principal:** The Principal directs the attendance and tardy policies, and with the aide of the attendance clerk identifies truancies and arranges School Attendance Review Team (SART) hearings at the school site level. The Principal will also arrange student interventions with parents and counseling in order to support student attendance.

### **School Attendance Objectives**

1. Increase school-wide attendance rate by 1%
2. Decrease the number of students who are placed on SARB contracts by 1%.
3. Reduce/keep dropout rate to 0.
4. Reduce suspension rate by 1%



### **Attendance Clerk**

The attendance clerk reviews attendance and identifies students marked absent. The attendance clerk notifies parents and the principal of students who have unexcused absences or period cuts.

Parents should call the attendance clerk to report a student absence and ask questions about student attendance.

### **Campus Monitors**

Campus monitors supervise student behavior on campus. Monitors may require students to show hall passes during passing periods or restroom visits. Students should always obtain teacher permission to leave class; students without valid passes will be assigned consequences such as detention.

### **Attendance Options/Permits – EC 48980(h)**

#### Residency – EC 48200, 48204 and 48204.3

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A pupil complies with residency requirements if his or her parent is transferred or is pending transfer to a military installation within the boundaries of the school district while on active military duty pursuant to an official military order. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

A pupil may also comply with the residency requirements for school attendance in a school district if he or she is any of the following:

- (1) Placed within the boundaries of the school district in regularly established licensed children's institution or licensed foster home, or a family home following a commitment or placement under the Welfare and Institutions Code.
- (2) A foster child who remains in his or her school of origin.
- (3) An emancipated youth who resides within the boundaries of the school district.
- (4) Living in the home of a caregiving adult that is located within the boundaries of the school district.
- (5) Residing in a state hospital located within the boundaries of the school district
- (6) Living with a parent or legal guardian at his or her employment within the boundaries of the school district for a minimum of 3 days during the school week.

A school district may also deem a pupil as having complied with the residency requirements for school attendance in the school district if one or both the parents or legal guardians of the pupil are physically employed within the boundaries of the school district for a minimum of 10 hours during the school week. Once the student is deemed to comply with the residency requirements in this manner, the student does not have to reapply each year as long as at least one parent or legal guardian continues to be physically employed within the boundaries of the school district for a minimum of 10 hours during the school week.

#### Interdistrict Attendance – EC 46600 *et seq.*

The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. School districts may enter into agreements for the interdistrict transfer of one or more

pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which he/she is enrolled.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

#### District of Choice – EC 48300 *et seq.*

Some school districts may choose to become a district of choice, that is, a district that accepts transfer pupils from outside the district under the terms of a resolution. A school board that decides to become a district of choice must determine and adopt the number of transfers it is willing to accept. Pupils are selected through an unbiased process, which generally means a lottery process, without consideration of their academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code section 200 (i.e., race, gender, religion, sexual orientation, etc.), and family income. A school district of choice must give priority for attendance in the following order: 1) siblings of children already in attendance in that district; 2) pupils eligible for free or reduced-price meals; and 3) children of military personnel. An application requesting transfer for the following school year must be submitted to the district of choice by January 1. A modified application process is available for children of relocated military personnel. A pupil attending a school in a district of choice complies with the residency requirements for school attendance.

#### **Avoiding Absences, Written Excuses**

The District urges parents to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none or only a small portion of the school day. The district also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate, the more a student will learn and the



greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

#### Tardiness

Children should be encouraged to be prompt as part of their training. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Frequent tardiness without a valid excuse may be considered truancy under state law.

#### Truancy Definitions – EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205 as set forth herein above.

#### Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is truant may be referred to a School Attendance and Review Board (SARB).

#### **Excused Absences – EC 46014 and 48205**

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  - (1) Due to his or her illness.

- (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  - (5) For the purpose of jury duty in the manner provided for by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or 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 pursuant to uniform standards established by the governing board.
  - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (b) A pupil 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 the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

### **Chronic Absence and Truancy Definitions**

#### Definitions

**Chronic absentee** means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

**Habitual truant** means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

**Chronic truant** means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse may

include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

#### **Addressing Chronic Absence**

When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

#### **Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The Superintendent or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

## 1. Initial truancy

a. The student shall be reported to the Superintendent or designee. (Education Code 48260)

b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

- (1) The student is truant.
- (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- (3) Alternative educational programs are available in the district.
- (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant to Education Code 48264 if found away from home and absent from school without a valid excuse.
- (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The Superintendent or designee may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

## 2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent or designee as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

## 3. Third truancy (habitual truancy)

a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

b. Upon making a referral to the SARB or the probation department, the Superintendent or designee shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer. (Education Code 48263)

#### **4. Fourth truancy**

a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

#### **5. Chronic truancy (unexcused absence for 10 percent of school days)**

a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

#### **School Tardy Policy**

##### Tardiness

Children should be encouraged to be prompt as part of their training. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Frequent tardiness without a valid excuse may be considered truancy under state law.

##### Tardiness and Truancy

A student is considered truant after three tardies of more than 30 minutes each time and the tardies are unexcused. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205 as set forth herein above.

Students must follow teacher classroom policies for being tardy. However, students are advised to be in their assigned seat prior to the tardy bell. Students walking in after the late bell rings for the start of school or after recess/lunch may be required to report to the front office for a tardy slip.

##### Tardy consequences

1. Teacher advises student and reviews tardy policy.
2. Teacher warns student and reviews tardy policy, makes contact with parent.
3. Teacher assigns one day detention, and contacts parent.
4. Teacher refers student to Principal. Principal assigns one day detention.
5. Teacher refers student to office. Principal contacts parent. 2 days detention. Failure to serve will result in additional days in detention.
6. Teacher refers student to Office. Principal contacts parent, assigns in house or Saturday School. Teacher notes unsatisfactory on citizenship,
7. Teacher refers student to Office. In addition, student may be referred to SART/SARB.

## COUNSELING

### Counselor

The school counselor directs the successful academic progress of all students toward a pathway involving college, career or technical education. Throughout the year, the counselor meets with students and provides guidance on course selection, college or career pathway, and to determine the school climate for students. The counselor provides information on academic or employment opportunities, and arranges college visits and parent informative meetings. Students who struggle academically are referred to a Student Support Team as soon as possible. Students who experience substance abuse issues may be referred to Eminence Healthcare at the school.

### Academic Goals

1. All students will increase achievement and proficiency levels in ELA, Math, and ELD
2. Increase levels of English Proficiency for English Learners

### School/Community Engagement Goals

1. Increase stakeholder/community engagement by 2%
2. Increase student participation in co/extra-curricular activities by 5%

### Registrar

The school registrar aids the counselor.

### Student Pathway

The counselor meets with all students and determines a pathway for a particular career, academic goal, or technical education. Determining a pathway is critical for students who struggle academically, socially, or with their behavior. Knowledge of the student pathway allows the counselor to focus the student on the goal of the chosen pathway. In addition, the counselor can provide enrichment or support for the student to be successful.

### Eminence Healthcare

Eminence Healthcare is an adolescent substance abuse treatment program, serving adolescents age 12-19 in regular and alternative education. Students who have abuse substances within the past 12 months and experience negative consequences as a result qualify as clients. Negative consequences may include, but are not limited to, falling behind academically, acting out behaviorally, experiencing legal consequences, use in situations in which it is physically hazardous, and/or ongoing family or social problems.

Referrals to Eminence may come from parents or guardians, peers, probation officers, social workers, physicians, other counselors, the client's school, or the student.

### California Healthy Youth Act – EC 51937-51939

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
  - a. The date of the instruction
  - b. The name of the organization or affiliation of each guest speaker

The District may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the

right to excuse their child from any test, questionnaire, or survey.

### **Climate Survey**

Through the school climate survey, students provide feedback about how the school meets their academic and social needs. Such information allows the counselor and school to determine whether programs and classes are effective, and how such programs can be changed or altered to meet student's needs. In addition, the counselor may be able to offer additional support and encouragement.

### **Student Support Team**

#### **Mission Statement**

The Golden Plains Unified School District Student Study Team (SST) is a school-based, problem-solving group comprised of school staff, support staff and administration whose goal is to support students, parents and teachers and provide intervention strategies for dealing with academic, social/emotional, and behavioral needs of general education students in the least restrictive environment.

#### **Student Study Team Process**

When a student is experiencing difficulty in school, it is necessary to identify the cause and provide appropriate intervention strategies as early as possible. In order to accurately assess the problem it is important to gather as much data as possible and seek input from individuals with knowledge about the student before making a determination to implement a particular program or strategy. Each campus will utilize a Student Study Team to review all available data and make programmatic recommendations. Program decisions will be made after allowing adequate time to evaluate the effectiveness of intervention strategies. All deliberations and data gathered by the Student Study Team are confidential. They may be shared with appropriate committees to whom a recommendation is made to aid in determination of services.

#### **Availability of Prospectus – EC 49063 and 49091.14**

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact the school site administrator for a copy of the prospectus.

#### **Cal Grant Program – EC 69432.9**

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community

College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt him or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

#### **Career Counseling & Course Selection – EC 221.5(d)**

Commencing grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

### **COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION**

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend a CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

[www.cccco.edu](http://www.cccco.edu) – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

[www.assist.org](http://www.assist.org) – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

[www.csumentor.edu](http://www.csumentor.edu) – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

[www.universityofcalifornia.edu](http://www.universityofcalifornia.edu) – This massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: [www.cde.ca.gov/ds/si/rp](http://www.cde.ca.gov/ds/si/rp).

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

### **College Visits**

The counselor arranges visits to college campuses throughout the academic year. The counselor may coordinate with other school approved organizations such as California Scholastic Federation (CSF) or CALSOAP. The purpose of these trips is to provide students the experience to see what college life is like through tours of campuses and discussions with students who attend those colleges. The counselor may also arrange for campus representatives to attend workshops, or college nights, or individual classroom visits. In some cases, parents are also invited to attend with their son or daughter.

### **Confidentiality of Student Information**

Prior to gaining access to student information, staff and administration certify that: (a) they are accessing and downloading only the student information which they are authorized to view; (b) they agree to maintain strict confidentiality of the information; and (c) they agree not to share any student information obtained, with any individuals at your institution who do not have a "need to know" or any third party outside your institution.

### **Notice of Alternative Schools – EC 58501**

“Notice of Alternative Schools”

California state law authorizes all school districts to provide for alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal’s office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

### **Pupil Records – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g**

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil’s development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student’s educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents’ request to access their student’s educational records must be submitted in a written form to the school site administrator and the school will have five (5)

business days from the day of receipt of the request to provide access to the records.

Any challenge to school records must be submitted in writing to the school site administrator. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

### **Summer School**

Golden Plains Unified provides students the opportunity to make up credits for a failed class or to graduate. Summer school is an intensive 4 week credit retrieval program focusing on the areas of English, Math, Science, and Online classes. Golden Plains provides transportation to elementary schools only. The school counselor enrolls students in summer school.

### **Student Behavior**

All Golden Plains Unified School District policies regarding dress code, behavior, and absenteeism will be strictly enforced. Any student in violation of a suspendable offense will be automatically dropped.

## **CHILD WELFARE**

### **District Office/Principal**

Golden Plains Unified is responsible for the health and safety of all its students. Questions regarding child welfare can be directed to site secretaries, who can arrange an appointment if necessary.

### **Child Abuse and Neglect Reporting – PC 11164 *et seq.***

District staff is required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion. Staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

### **Child Find - EC 56300, 56301**

The District has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services,

you may initiate a referral for assessment by contacting the school administrator.

### **Custody Issues**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

### **Foster and Homeless Youth Educational Placement – EC 48850 *et seq.***

Requires that pupils in foster care and homeless pupils receive stable school placements, be placed in least restrictive educational programs, have access to academic resources, services, and extracurricular and enrichment activities available to all pupils. Educational and school placement decisions shall be based on the best interests of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

### **Free and Reduced-price Meals – EC 49510 *et seq.***

Free or reduced-price lunches are available at school for pupils whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Pupils participating in the program will not be identified, and the information on the application will be kept confidential. Application forms may be obtained through the school office.

### **Education of Foster Youth – EC 48204, 48853, 48853.5, 51215.1, 51225.2**

California law gives specific protections and rights to foster youth. An explanation of those rights is contained in the "Foster Youth Education Rights" summary, attached to this notification. If you have any questions, please contact Cristina Covarrubia, designated Foster Youth Liaison at (559) 693-1115.

### **Education of Homeless Youth – 42 USC 11432**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless



students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

1. Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
2. Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster);
3. Live in a hotel or motel;
4. Live in a trailer park or campsite with their family;
5. Have been abandoned at a hospital;
6. Be awaiting foster placement in limited circumstances;
7. Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
8. Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison and following the district’s dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to 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, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. 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, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school, and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed. If you have any questions, please contact Cristina Covarrubia, designated Homeless Education Liaison at (559) 693-1115.

#### **Megan’s Law – PC 290 *et seq.***

Information about registered sex offenders in California can be found on the California Department of Justice’s website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

#### **Victim of a Violent Crime – 20 USC 7912**

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the Superintendent or designee at (559) 693-1115.

#### **Section 504 – 29 USC 794, 34 CFR 104.32**

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 *et seq.*) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and speaking are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

Parents or guardians should be informed of the following: the name and contact information of the person designated by the District responsible for implementing Section 504, the screening and evaluation procedures used whenever there is reason to believe that a student has a disability that limits his or her ability to attend or function at school, the right to a written accommodation plan if the student is found to have a disability that requires services under Section 504, the right to be educated with nondisabled students to the maximum extent appropriate to the student's individual needs, and notice of the procedural safeguards guaranteed by law. If you have questions regarding Section 504, please contact Coordinator of Special Education, 504/Title II designee at (559) 693-1115.

## Health & Medical



### School Nurse

The School nurse directs health and medical needs for students at each site.

### Entrance Health Screening – HSC 124085, 124100, and 124105

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

### Oral Health Assessment – EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31<sup>st</sup> of the pupil's first school year.

### Immunizations – EC 49403 and 48216, HSC 120325, 120335, 120338, 120370, and 120375

Unless a pupil's parent or legal guardian provides the school with an acceptable signed waiver, a pupil must be immunized against certain communicable diseases. Students are prohibited from attending school until the immunization requirements are met. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or

registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2014, the signed waiver to exempt a pupil from meeting immunization requirements shall include a form prescribed by the State Department of Public Health signed by 1) the health care practitioner who provided information to the parent or legal guardian regarding the benefits and risks of the immunization and the health risks of the communicable diseases; and 2) the parent or legal guardian, indicating that he or she received the information provided by the health care practitioner.

## IMMUNIZATIONS & TUBERCULOSIS TEST MUST BE UP-TO-DATE TO REGISTER FOR SCHOOL

To register, a student will need proof of the following immunizations:

- Polio:** 4 doses, but 3 doses meet the requirement if one was given on or after the 4th birthday
- DPT:** 5 doses, but 4 doses meet the requirement if one was given on or after the 4th birthday
- MMR:** 2 doses both given on or after the 1st birthday
- Hepatitis B:** 3 doses
- Varicella:** 1 dose is required on or after the 1st birthday or documentation of the disease (chicken pox) signed by Health Provider
- Tdap:** 1 dose given on or after 7th birthday

**PPD/Tuberculosis Test Criteria (Mandated for Preschool Entry)** - If a tuberculosis test is required for your student, the student must show a Mantoux Tuberculosis test with a negative reading. If the tuberculosis test is positive, proof of a negative chest x-ray and/or clearance of tuberculosis from an authorized health provider will be required to enter or return to school.



### First Aid, Illness, Injuries

If a student becomes ill or injured at school he/she will receive every care and consideration. Parents will be contacted for injuries of a serious nature, if a student is too ill to remain at school or has a rash of unknown origin. Injuries which occur at home should be cared for at home. The nurse is always happy to consult with parents regarding health problems. After an extended illness, or injury, the student should follow up with the school nurse. If your child has ONE of the following, he/she should be kept at home:

1. Illness affects your child's ability to participate in class

2. Vomiting/diarrhea
3. Fever of 100.4 or greater within the last 24 hours
4. Initiation of antibiotics within the last 24 hours
5. A sore throat, particularly if accompanied by headaches and/or upset stomach. These symptoms could indicate strep throat.

We use emergency cards to contact parents or guardians in the event of a medical emergency. On the first day of school every student will receive a packet of papers that must be filled out and returned to school the following day. The emergency card is included in the packet. It is imperative that parents fill out this card for EACH of their children. List as many names and numbers on the card of family members or friends who might pick your child up in case of an emergency or for another means of transportation home. **NO CHILD WILL BE RELEASED DURING SCHOOL HOURS TO INDIVIDUALS NOT LISTED ON THIS CARD.** Note any known allergy, medical problems, or medication on the card.

Any change of address, phone number, or medical condition should be reported immediately to the school office by written note or in person. If you do not have a phone you **MUST** list an emergency number of a person who would know where you could be reached.

#### **Emergency Treatment for Anaphylaxis – EC 49414**

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

#### **Physical Examination – EC 49451**

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return

until school authorities are satisfied that the contagious or infectious disease no longer exists.

#### **Physical Education (P.E.) Medical Excuse**

All physician excuses will be given to the nurse or health aide before student reports to his/her P.E. class. Parent excuses will be given directly to the P.E. teacher. A parent note is not to exceed three (3) days and is only allowed once per semester. The student dresses out, reports to his/her P.E. class but is not required to participate. Under no circumstance are students given an extension on P.E. medical excuses unless it is received by the school nurse in writing from the physician. If a student fails P.E. due to circumstances that are medically excused, it is the student's/parent's responsibility to submit a written statement from the physician excusing the student retroactively. This statement will be accepted for the current school year only.

#### Short-Term P.E. Excuses

**Parent Excuse:** Three (3) days maximum. If your student requires more than three days exemption, then he/she will need to be evaluated by his/her physician and provide a P.E. excuse from their physician. All excuses from parents should be given directly to P.E. teacher. The student will continue to attend P.E. class, dress out, but will not be required to participate in P.E. activities.

**Parent excuses are not to exceed three (3) days per semester.**

**Physician Excuse:** Any student requiring more than three (3) days exemption from P.E. will be required to provide a physician's note excusing him/her from P.E. This note will be given to the school nurse prior to the student attending P.E. class. The student will attend P.E. class, dress out, but will not be required to participate in P.E. activities. Although the student will not be required to participate in activities, the student will be assigned make-up work under the P.E. department grading policies.

#### Long-Term P.E. Excuses

All long term P.E. excuses **MUST** be in writing from a physician. The P.E. excuse will be given to the nurse. The student will then be removed from his/her P.E. class and reassigned until released by his/her physician. The student's daily attendance is mandatory to his/her reassigned placement. Students will be required to complete make-up work as required by P.E. teacher.

#### **Medical or Hospital Service – EC 49472**

The School District may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance for injuries to pupils arising

out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of his/her parent or legal guardian.

### **Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207 and 48208**

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the Special Education Coordinator at (559) 693-1115 for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.



### **Medication Regimen – EC 49423**

#### **Medication Regimen – EC 49423 & 49480**

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or other designated staff member of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

1. A **written** statement from the physician detailing the name of the medication, amount, method, and time schedules by which the medication is to be taken.
2. A **written** statement from **the parent/guardian** indicating their desire for the school to assist the pupil in the matters set forth in the physician's statement.
3. The medication must be **clearly labeled** and sent to the school in the original container from the pharmacy.

The Health Office does **NOT** keep medication for general student use. The "**Medication at School**" form can be obtained from the health clerk or school nurse at each school site. Please review the policy carefully. If a student is in possession of medication/ or controlled substance as described in HSC 11053 that has not been reviewed by school health personnel. The student will be reported to the site administrator/administration. **NO MEDICATIONS WILL BE GIVEN AT SCHOOL UNLESS ALL REQUIREMENTS ARE MET.** For medical Support/Services for field trips and extra-curricular activities; parents, teachers, athletic director and site administration must see school nurse/health aide 2 weeks before activities.

#### Administration of Epilepsy Medication – EC 49414.7

If a pupil with epilepsy has been prescribed an emergency anti-seizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency ant seizure medication in the event that the pupil suffers a seizure when a nurse is not available.

#### **Confidential Medical Services – EC 46010.1**

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

#### **Head Lice**

Head lice infestation is a recurring problem with school age children. Golden Plains Unified School District operates on a **NO LICE** policy. Under board policy, students will be sent home if evidence of head lice is found. **If your child is sent home with head lice, he/she must be brought to school by parent/guardian and checked by the nurse or office personnel prior to re-entering. Students CANNOT return to class until ALL lice are removed.**



## **Positive Student Behavior**

#### **Principal/Vice Principal**

The Principal or Vice Principal directs the positive behavior program throughout the school. The goal of the program is to guide students toward positive behaviors that build individual character and create a vibrant academic culture. The Vice Principal must have in-depth knowledge of programs and services that help support students in order to provide students with positive alternative choices. School behavior programs strive to build good behavioral and academic habits in students in preparation for college or a career. Students who find

that exhibiting positive behavior is challenging or too difficult are referred to a Student Support Team as soon as possible.

### **Campus Monitors**

Campus monitors supervise student behavior on campus. Monitors may require students to show hall passes during passing periods or restroom visits. Students should always obtain teacher permission to leave class; students without valid passes will be assigned consequences such as detention.

### **Behavior Objectives**

1. Increase school-wide attendance rate by 1%
2. Decrease the number of students who are placed on SARB contracts by 1%.
3. Reduce/keep dropout rate to 0.
4. Reduce suspension rate by 1%

### **Academic Behavior: PBIS Positive Behavior Intervention System**

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary(school-wide), secondary(classroom), and tertiary(individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional (PBIS.org).

Students can earn PBIS tickets for positive behavior throughout the year. Tickets can be redeemed for school supplies, shirts, hats, sunglasses, and other prizes. The goal of PBIS is to teach students the good habits that lead to positive behavior.

### **Behavior Steps/Eligibility**

In order to create a positive learning environment, students must follow classroom policies for positive student behavior. For students who repeatedly do not exhibit positive behavior on campus, the following consequences should be documented in order to aide students in making positive choices.

### **Behavior Consequences**

1. Teacher advises student and reviews classroom rules.
2. Teacher warns student and reviews classroom rules, makes contact with parent, assigns detention.
3. Teacher assigns one day detention, and contacts parent for meeting.

4. Teacher refers student to Vice Principal. Vice Principal counsels student. Discusses positive choices. Student is offered programs and services such as a Student Support Team. Student may be suspended 1 day. VP assigns student to the Responsibility Center (In-House/PBIS). Failure to serve will result in additional days or time in the Responsibility Center. Parent will be contacted.
5. Teacher refers student to Vice Principal. Student may be suspended 1-5 days... VP contacts parent. 2 days in Responsibility Center. Failure to serve will result in additional days in detention or the RC.
6. Teacher refers student to VP. VP contacts parent, assigns RC (In House or Saturday School). Teacher notes unsatisfactory on citizenship, In addition RC, student may be recommended for transfer to alternative education...

### **Student Support Team**

#### **Mission Statement**

The Golden Plains Unified School District Student Study Team (SST) is a school-based, problem-solving group comprised of school staff, support staff and administration whose goal is to support students, parents and teachers and provide intervention strategies for dealing with academic, social/emotional, and behavioral needs of general education students in the least restrictive environment.

#### **Student Study Team Process**

When a student is experiencing difficulty in school, it is necessary to identify the cause and provide appropriate intervention strategies as early as possible. In order to accurately assess the problem it is important to gather as much data as possible and seek input from individuals with knowledge about the student before making a determination to implement a particular program or strategy. Each campus will utilize a Student Study Team to review all available data and make programmatic recommendations. Program decisions will be made after allowing adequate time to evaluate the effectiveness of intervention strategies. All deliberations and data gathered by the Student Study Team are confidential. They may be shared with appropriate committees to whom a recommendation is made to aid in determination of services.

### **School Rules – EC 35291**

All students shall comply with the rules and regulations and submit to the authority of the teachers, staff, and administrators, of the school (E.C. 48908). The duties and responsibilities of students are;

-To pursue the required course of study in a diligent manner, that is:

- Listen attentively to teachers and to other students;
- Complete assigned work on time;
- Be regular and punctual in attendance;
- Show willingness to work towards constant self-improvement; and learn to criticize fairly and accept criticism.

-To respect School Property and the property of others, including the school, at all times

-To acknowledge, respectfully, the authority of school personnel

-To display proper conduct to and from school, on the school grounds, on school buses and at school-related activities

-To comply with the rules and regulations of the district.

The Golden Plains Unified School District's behavior plan is designed to teach students how to make responsible choices that benefit everyone. Discipline is setting limits within the context of caring. It must be impressed upon students that they choose their behaviors and certain consequences may result from those choices. Behavior is learned. Appropriate behavior must be modeled and taught. In order for school systems to work, they need to be actively supported by all parents and staff, and administered consistently and fairly. To ensure consistency and maintain safe school environments the following Code of Conduct has been established for all schools.

Our Code of Conduct is intended to assist students to be responsible for their own behavior. If students clearly understand the consequences of their behaviors, they can choose behaviors in an intelligent and responsible way that ensures the rights of all students to feel safe and to enjoy the educational experience at school. For a discipline policy to be effective, it must be consistent. To achieve this consistency, teachers, parents, students and administrators must share in the responsibility for upholding school rules.

A summary of the current laws on suspension and expulsion are provided in the appendices at the end of the *Student Handbook*.

NOTE: School administrators will determine the appropriate disciplinary action after considering the severity of the infraction, other factors such as age and maturation of the student, and all optional services and alternative measures designed to bring about proper conduct. If a sanction more severe than a five-day

suspension is considered appropriate, the principal may recommend expulsion. (*Education Code Section 48900.1*) Penal Code violations not specifically covered may result in a referral to the police department and may result in disciplinary action at the school level.

#### Classroom Rules

- 1) Students are to report to class regularly and on time.
- 2) No one should disturb other class members or make it difficult to study or listen in class.
- 3) Students should be courteous to each other.
- 4) Students should respect the rights and property of other students, equipment, and furniture of the school at all times.
- 5) Students are expected to bring textbooks and other materials to class each day as needed.
- 6) Students are to be attentive to the teacher during instruction.
- 7) Teachers have other rules that pertain to their classroom (pay attention).

#### **Student Conduct/Discipline – EC 35291 & 48900 et seq.**

##### Discipline, Rules and Procedures

The District gives notice of its policies, rules and regulations affecting students and student conduct/discipline with this document. Also, each District school may develop additional rules and regulations regarding student conduct/discipline specific to the school.

##### Expected Conduct

All District students are expected to comply with District policies, rules/regulations, Education Code provisions relating to student conduct, to respect and obey the valid authority of District staff, and to be diligent in their studies. Any student who feels another participant is disrupting the student's learning environment is strongly encouraged to report that misconduct to a District staff member. District staff expects all students enrolled in District schools to conduct themselves in a manner that enriches the educational environment and does not disrupt the learning process. District believes all students enrolled in District schools should experience a positive learning environment. All students participating in District schools are expected to cooperate by respecting the rights of other participants, which includes the right to a learning environment free from disruptions. Student conduct includes conduct on school grounds, going to and from school and during recess and lunch periods.

##### Misconduct/Discipline

Misconduct is behavior that disrupts or interferes with the learning environment. Depending on the frequency and severity of the misconduct, continued violations of school rules, policies/procedures and/or any Education Code provisions relating to student misconduct set forth in the section entitled "Grounds for Suspension

Expulsion,” may result in a student receiving some or all of the following disciplinary interventions:

1. Informal Interventions: A student may receive informal disciplinary interventions such as: a teacher counseling, an informal conference with a teacher or other school/program administrator, or a counseling with a school resource officer or other school resource center staff, or time out, allowing a student a short period of time in an alternative, supervised location;
2. Formal Conference: A student may be required to participate in a conference between school staff, the student, and/or the student’s parent/guardian;
3. Detention: Detention may be given to a student for up to one hour after the close of a maximum school day;
4. Weekend Classes: Weekend classes may be held at which a student may elect to serve his/her detention rather than after school;
5. Restriction of Recess: A student’s recess time may be limited for disciplinary purposes;
6. Referral: A student may receive a referral to the school counselor, psychologist, social worker, child welfare attendance personnel, or their school support service personnel for case management and/or counseling;
7. Student Study Team: A student may be required to participate in a student study teams (SST), guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents/guardians;
8. Counseling/Instruction: A student may be enrolled in programs teaching prosocial behavior and/or anger management;
9. Restorative Justice Program: A student may be enrolled in a restorative justice program;
10. Exclusion from Extracurricular Activities: A student may be restricted or disqualified from participating in extracurricular activities;
11. Community Service: As part of or instead of disciplinary action, a student may be required to perform community service during non-school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.);
12. After School Programs: A student may be enrolled in after school program(s) that address specific behavioral issues or expose students to positive activities and behaviors;
13. Reassignment to Alternative Education: A student may be transferred to an alternative education program pursuant to Education Code 48432.5 or 48662;
14. Suspension by Teacher from Class: A teacher may suspend a student for any violation of Education Code 48900 from class for the day of the suspension and the following day by sending the student to the principal for appropriate action;
15. Parent/Guardian Attendance: A teacher may require a parent/guardian of a student, suspended from class under Education Code 48910 for violating Education Code 48900 (i) or (k), to attend a portion of the school day in the class from which the student was suspended. Parents/guardians shall be notified of this policy prior to its implementation;
16. Suspension by Site Administrator from School: A student may be suspended from school for any of the reasons set forth in the section entitled “Grounds for Suspension/Expulsion” for no more than five (5) consecutive school days;
17. Supervised Suspension: The term of a student’s suspension may be served in a supervised suspension classroom;
18. Expulsion: A student may be expelled for any of the reasons set forth in the section entitled “Grounds for Suspension/Expulsion” as set forth below. Expulsion means the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel.

### Alcohol, Drugs and Other Enforcement

The Superintendent or his/her designee shall take appropriate action to eliminate the possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, while going to or from school or in any situation in which the school is responsible for the conduct and well-being of students.

- 1) Possession or use of alcohol or illegal drugs.  
When any student uses or possesses illegal drugs at school or while under school jurisdiction, the following shall result:
  - (a) Parent/guardian contact,
  - (b) One to five day suspension and possible recommendation for expulsion,
  - (c) Restriction from school activities.
  - (d) Abeyance of an Expulsion and Rehabilitation Plan
  - (e) Appropriate discipline at the principal's discretion.
  
- 2) Selling or providing alcohol or illegal drugs.  
When any student sells or provides alcohol or other drugs while under school jurisdiction, the following shall result:
  - (a) Parent or guardian contact,
  - (b) Suspension with recommendation to expel, and
  - (c) Law enforcement contact within one school day.
  - (d) Abeyance of an Expulsion and Rehabilitation Plan
  - (e) Appropriate discipline at the principal's discretion.

### Dangerous Objects

#### Laser Pointer – PC 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

#### Imitation Firearm – PC 12550, 12556

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school.

### Bullying BP 5131.2(a)

Golden Plains Unified School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. Golden Plains Unified School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or

shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Golden Plains Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

### Cyber bullying

“Cyber bullying” is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that violates Board Policy (BP 5131.2(a)) on intimidation, bullying, harassment, discrimination, hazing, and retaliation or which disrupts or prevents a safe and positive educational or working environment, or places a person in reasonable fear of physical harm or damage to their property. Any form of cyber bullying, by students or staff is prohibited and will not be tolerated in the Golden Plains Unified School District.

Offense	Consequences
First	Warning or appropriate action such as suspension or expulsion depending on severity.
Second	Home or in-house suspension
Third	Recommendation for expulsion

### Dress Code/Uniforms – EC 35183

The District may adopt a dress code policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing gang-related apparel. Six months' prior notice must be given to parents/guardians before implementing a policy that requires pupils to wear a school-wide uniform. Policy to address the availability of resources to assist economically disadvantaged pupils and to provide that no pupil will be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the uniform policy.

### Dress Code Policy

The purpose of dress regulations was designed to assure safety of the students, prevent calling undue attention to the individual or distracting from the educational process and to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of Golden Plains Unified School District.



A GPUSD student is expected to demonstrate pride in his/her personal appearance, because it reflects individually on him/her and collectively on the school he/she attends. Daily attire need not be expensive to be attractive and entirely acceptable. All apparel must comply with the GPUSD Dress Code. The Dress Code shall be in effect at all school-related activities both on and off campus, including activities such as award ceremonies, dances and field trips.

Certain apparel/hairstyle/hair color is not appropriate for school, based upon the guidelines of health, safety, and potential disruption. From time to time, the site administration may ban additional items of clothing or dress that is determined to pose a threat to the welfare of students and staff or that distracts from the learning environment. Administrators may exercise discretionary authority in the determination of whether a student is in violation of the Dress Code. Students breaking the Dress Code are subject to a referral, parent contact, suspension, or transfer. Repeated incidents will be treated as defiance of the school's authority. Students disguising dress code violations (with jackets, sweatshirts, sweaters, etc.) are subject to being written up with a referral. The following guidelines shall apply to all school activities such as award ceremonies, dances and field trips.

#### Exemption to Policy

Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming Policy. A petition for an exemption from enforcement of a specified portion of Dress Code Policy may be submitted to the Principal's Office. Please call the school site office or district office for additional information.

#### Dress Code Regulations

1. **Anything** that promotes a gang image **will not be allowed**.

College or University apparel may be worn on campus and at school related activities if the mascot's name or picture logo is **NOT** on the clothing. Acceptable examples of this are Fresno State, USC, UCLA, and Stanford. Unacceptable examples of this are Fresno State **Bulldogs**, USC **Trojans**, UCLA **Bruins**, and Stanford **Cardinal**.

- (a) Jackets, Sweatshirts, Jerseys, or any other apparel depicting Professional Sport Teams are **NOT** allowed.
- (b) Any reference to a "bulldog", regardless if it is a reference to "Fresno State" is not allowed.
- (c) Wearing or displaying of "colors" which may relate to gang affiliation or the appearance of such (i.e. the designer brand "South Pole" is not allowed).

- (d) Designer brands or fashions that embrace or promote a gang affiliation or image are not allowed. The designer brand "South Pole" or "Nor Cal" is not allowed.
2. 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. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive (Example: **"I Love Boobies"**) or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol (Includes any patches on clothing or backpacks) Garments shall be sufficient to appropriately conceal undergarments at all times. Clothing shall be worn as its design was traditionally intended.
    - a) Pants must be worn at the waist and must fit at the actual waist. **NO SAGGING OF THE PANTS IS ALLOWED**. Baggy pants that are larger than two waist sizes are not allowed. Pants and shorts with holes above the palm of the hand when the student's arm is extended downward at his/her side are not allowed.
    - b) Shorts or skirts are appropriate to wear if when standing in a relaxed posture, the short or skirt is at or below the student's fingertips. Hem lines should not be more than four (4) inches above the knee. Shorts or skirts must be hemmed with no frayed or shredded edges. "Bike shorts" and leggings are not appropriate. Leggings may be worn underneath shorts or short, skirts/dresses. No shorts with holes in them.
    - c) Shirts must cover the entire torso. Tank tops must have a shoulder strap of at least 2-inches for all students. Oversized shirt may **NOT** be worn off the shoulder. Undergarment straps may **NOT** be showing. Sleeveless shirts, tank tops, and muscle shirts are not allowed.
    - d) Pajamas may not be worn to school.
    - e) Footwear – Shoes must be worn at all times. Shoes should be appropriate for all activities required by and elementary/high school curriculum. Socks are recommended with all footwear. Sandals must have heel straps. Thongs or backless shoes are not acceptable. No **FLIP-FLOPS**. No bedroom slippers or other related shoes are allowed.
    - f) Official hats, caps, or other head coverings (beanies) and sunglasses shall **NOT** be worn indoors.
    - g) Hats cannot be worn to the side or backwards.
    - h) Headbands of any type or color are not allowed.
    - i) Beanies may only be of a solid color, excluding red and blue.
    - j) Sweatshirt hoods are not to be worn indoors.



- k) Sunglasses – Sunglasses are not permitted inside the building unless “photo-tinted” and prescribed by a doctor.
3. Hair shall be clean and neatly groomed. Unnatural hair color such as green, pink, blue, red, or purple are not allowed. Haircuts or hair styles that feature unusual configurations, patterns, or shavings are not allowed. This includes: Mohawks or any designs shaved into the head, as well as shaved lines or patches in the eyebrow.
4. Chains, collars, or bracelets with spikes or studs, or any other injurious objects not necessary for the academic purpose of the pupil are prohibited on school grounds.
5. Earrings are to be worn in ears only. Visible body piercings or studs are not allowed. This includes nose, lip, and eyebrow piercings.
6. Tattoos are discouraged whether temporary or permanent. Tattoos of any kind which, in the administration's opinion reflect gang affiliation or promote drug, alcohol, or tobacco use are prohibited to the extent such exclusion is reasonable. Students with permanent tattoos which express gang affiliation may be directed to cover such tattoos within reason.
7. Any type of court-ordered monitoring device must be covered at all times.

Students who are considered out of dress code are referred to the office. An administrator makes a determination whether or not the student is out of dress code. If the administrator determines that the student does not meet dress code regulations, the student may be temporarily removed from classes until dress code regulations are met. Students found to be in violation of the dress code may not be allowed to leave campus due to loss of instructional time. Students may be required to change at school and wear clothing issued to them by the Administration. Failure to comply with the directives of the school administrator will result in assignment in possible school suspension.

Repeat offenders (defiance of the school’s authority) will face disciplinary action which may include a referral, parent contact, detention, suspension, or placement on a behavior contract.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports, classes and/or field trips. The principal, staff, students, and parents/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

### **Expulsion Hearings/Re-Admissions**

Expulsion from school is a long-term denial of the privilege of attending school and any school related activity. Expulsion hearings will be scheduled before an Administrative Panel where appropriate. Hearings shall be conducted pursuant to Education Code 48918. The administrative panel will make recommendation to the Board of Trustees for their consideration. For complete details of the Expulsion/Readmission process, parents/guardians may review Administrative Regulation 5131.2 which is available at the District Office.

### **Suspension by Site Administrator or Designee**

The site administrator or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the site administrator has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

District staff may use discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s misbehavior. The District may document the other means of correction used and place that documentation in the student’s record. However, the site administrator or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

In addition, the site administrator or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a District employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the site administrator or designee's concurrence;
2. Brandishing a knife at another person as defined in Education Code 48915(g);
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above; or
5. Possessing an explosive as defined in 18 USC 921.

The site administrator or designee may suspend a student from school for not more than five consecutive school

days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The District may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Students are expected to be under the supervision of a parent/guardian during school hours when serving suspension days at home. Students shall not appear on or about any District school/site during the period of suspension, unless coming to the office on official business with the parent/guardian and by prior arrangement with District staff.

#### **Grounds for Mandatory Expulsion**

A student must be immediately suspended and recommended for expulsion for any of the following acts at school or at a school activity:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

The student shall be ordered expelled upon a finding that the student committed the act.

#### **Other Grounds for Expulsion**

A student may be expelled upon a finding that the student committed any offense listed under “Grounds for Suspension/Expulsion” and upon finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

#### **Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled pursuant to Education Code 48918-48918.

#### **Right to Appeal Expulsion**

Any student who is expelled pursuant to Education Code 48900 through 48918.6 is entitled to appeal such expulsion pursuant to Education Code 48919 through 48924.

#### **Items Not Appropriate for School**

A student shall not bring personal property items to school without permission from the teacher or principal. This includes, but shall not be limited to, the following items: toys, radios, beepers, CD players, computer games, MP3 player, or any similar device, skateboards, or animals. Special items to be shared or brought for display purposes need prior approval by the classroom teacher.

#### **No Open Signs of Affection**

The district does not accept this kind of behavior (kissing, hugging, fondling, girl’s sitting on boy’s lap) between students while on school grounds. Discipline action such as, detention may be assigned, while further offenses may result in suspension. **In all cases, the parents will be contacted immediately.**

#### **Property Damage – EC 48904**

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

#### **Requirement of Parent/Guardian School Attendance – EC 48900.1**

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student’s classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

#### **Search and Seizure**

The Governing Board recognizes that incidents may occur which jeopardize the health, safety and welfare or students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials. School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the

student is violating the law or the rules of the district or the school.

### **Sexual Harassment – EC 231.5 and 48980(g)**

The District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact the following:

#### Title IX -Employees

Director of Human Resources and Credentials  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

#### Title IX – Students

Assistant Superintendent, Student Services  
22000 Nevada Street  
San Joaquin, CA 93660  
(559) 693-1115

### **Skating on School Property**

The use or operations of skateboards, common roller skates, or in-line skates are PROHIBITED on all Golden Plains Unified School District property. Students who fail to abide by the District's rules and regulations shall be disciplined in accordance with Golden Plains Unified School District student discipline regulations.

### **Student Clean-Up Activities**

Golden Plains Unified School District believes that pupils should be taught respect and responsibility. This includes the respect and care for the property of others. Many of our schools offer activities for students that involve the care of school property. Such activities may include outdoor beautification and campus betterment or helping to clean up in the cafeteria. Students are not required to participate in such activities if parents object. In some cases student can be assigned trash pickup or cafeteria clean-up in lieu detention or suspension. If you wish your student to serve suspension instead of school beautification please notify the administrator or teacher when called.

### **Tobacco-Free Campus – Health & Safety Code 104420 & 104495**

The use of tobacco products is prohibited at any time in District owned or leased buildings, on District property, and in District vehicles. Prohibited tobacco/nicotine products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars,

miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.

Health and Safety Code Section 104495 prohibits smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. Any person who violates this section is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars (\$250) for each violation of this section. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.



## **Parent Involvement**

### **Administration**

In order to improve student academic achievement and parent participation, district and site administrators coordinate events and parent committees to inform the community. Often times, administrators lead committees or designate/train others to be committee leaders. Administration strives to reach out to all community members, or stakeholders, to become active participants in the establishment and development of a vibrant school culture.

### **Administrative Secretary**

Administrative secretaries arrange committees, collect committee agendas and notes, post notices, and call community members.

### **Academic Goals**

1. All students will increase achievement and proficiency levels in ELA, Math, and ELD
2. Increase levels of English Proficiency for English Learners

### **School/Community Engagement Goals**

1. Increase stakeholder/community engagement by 2%
2. Increase student participation in co/extra-curricular activities by 5%

### **ELA/ELD Framework, 4 principles of parent involvement**

#### **Back-to-School-Night/Open House**

Back-to-school night is an opportunity for parents to meet their children's teachers and the parents of classmates. Teachers will provide an overview of the year's curriculum and often will suggest opportunities for parent involvement. Each school also schedules an Open

House in the spring. Parents will be notified of dates and details.

#### District Advisory Committee (DAC)

The District Advisory Committee (DAC) must be formed when a district accepts EIA or Title I funds for use under the State Compensatory (SCE) program. Membership will consist of representatives from the SSCs and SACs at each school in the district (per by-laws). Representatives will be elected by the parents of pupils participating in the district's compensatory education program. The majority of the members will be parents of students served by the Title I program.

#### District English Learner Advisory Committee (DELAC)

The District English Learner Advisory Committee (DELAC) for districts with 51 or more English Learners advises the governing board at a minimum on: 1) develop district plan for English-learner programs and services; 2) conduct a district-wide needs assessment; 3) develop district goals and objectives for English learners and 4) develop a district plan to meet teacher and aide requirements. Members of the DELAC are to be elected by their peers and represent parents, teachers, principals and the superintendent.

#### English Learner Advisory Committee (ELAC)

Each school in the district with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The ELAC is responsible for: 1) advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA); 2) assisting the school in the development of the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. Members of the ELAC are to be elected by parents/guardians of English Learners and the committee consists of parents/guardians, school staff, and/or community members. Each ELAC committee has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

#### Migrant Education – EC 5444.2

The District Parent Advisory Council (PAC) participates in the planning, operation, and evaluation of the District Migrant Education program. PAC membership shall be comprised of individuals who are knowledgeable of the needs of migrant children and shall be nominated and elected by the parents of migrant children enrolled in the operating agencies. At least two-thirds of the members of the SPAC shall be the parents of migrant children. The PAC shall meet a minimum of six times a calendar year to provide input on issues relating to the operation of the program. A child is a "migratory child" and is eligible for (MEP) Migrant Education Program services if all of the

following conditions below are met. For more information, please contact Migrant Office: (559) 698-5213.

- Be age 0 through 21
- Have not graduate from High School or received a GED
- Be a migratory worker or child of a migratory worker
- Have moved within the last 3 years with/to join/to precede a migratory worker, or as a migratory worker him/herself
- Have moved across school district boundaries

#### Parent Contact Information

At the start of school each fall, parents are asked to complete or update an emergency card. If you change jobs, move or change phone numbers, it is critical to your child's safety and well-being to provide the school office with the most current information. A change of information should be communicated to the school immediately. Only individuals included on the emergency card can be called or allowed to pick up students.

#### Parent/Guardian Communication

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of students contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning. Teachers and parents/guardians can better understand and meet student needs if they work together.

All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques, which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities.

#### Parent/Teacher Conferences

Reviewing your student's report cards and periodically checking their homework will give you a sense of how well he or she is doing. Parents are encouraged to meet at least once a year with their child's teacher for a more complete picture. Here they can discuss the student's classroom work and learn how they can further support the student's learning at home. Contact your child's teacher to make an appointment.

### Report Cards

Report cards provide parents with a periodic assessment of how well students are doing in school. All elementary students receive four report cards during the school year. All high school students receive a semester report card in December and June of each school year. High school students will be given a copy of each teacher's grading procedure and policy by the end of the first week of school. Teachers will have a copy of their grading procedures and policies on file and approved by the Principal. Report cards correlate closely with state content standards and offer an accurate picture of each student's progress in meeting the standards. Both elementary and secondary students receive periodic deficiency notices if they are not progressing satisfactorily.



### School Advisory Committee (SAC)

The School Advisory Committee (SAC) advises schools regarding compensatory education programs. The chairperson certifies the council had input in the development of the Single Plan for Student Achievement. Representatives will be elected by the parents of pupils participating in the district's compensatory education programs. A majority of the members will be parents of students served by the compensatory education program.

### School Site Council (SSC)

The School Site Council at each school is primarily responsible for determining and overseeing the site categorical budget and the development of the Single Plan for Student Achievement. Members are elected by their peers to serve on the council. The SSC consists of elected parent/community representatives and representatives from the faculty and staff, as well as the principal, with representation balanced between parents and staff. At the secondary level, student representatives also participate. While only those officially elected to the SSC may vote, meetings are open to the public. For more information, contact your child's principal.

### Website

The District maintains a website ([www.gpusd.org](http://www.gpusd.org)) where parents can find general information and also access websites maintained by the individual schools.

### **School Visiting Procedures – EC 51101(a) (12)**

Parents and guardians of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including procedures for visiting the school.

Procedures for visiting the school

1. Visitors shall contact the principal's secretary and arrange a time and date to visit.
2. Teachers shall be notified in advance that parents will be attending class.
3. All visitors shall report to the school's administration front office.
4. Visitors will then be issued a pass to visit classrooms
5. Visitors must respect the rights of all students for uninterrupted academic school time between 8:00 am and 3:05 pm.

### **Volunteers**

School districts encourage community members to volunteer at school sites. Volunteers must be cleared through the district in a process that involves a background check, fingerprinting, and references.

## **School Information**

### **Administration**

The administration at the sites can provide more information on these various school issues and programs.

### **Access by Military Recruiters – 20 USC 7908**

Federal law requires school district to provide military recruiters the same access to secondary school pupils as is provided to post-secondary educational institutions or to prospective employers. Parents may request that the district not release their pupil's name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

### **Asbestos Management Plan – 40 CFR 763.93**

The District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the district office at (559) 693-1115.

### **California High School Exit Exam – EC 60840**

The California High School Exit Exam (CAHSEE) has been suspended for any pupils completing grade 12 through the 2017-18 school years. All schools, including state special schools, are to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

### **California High School Proficiency Exam – 5 CCR 11523**

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are

awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

#### **Directory Information – EC 49073**

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil’s directory information.

#### **Bilingual Education – EC 52173, 5 CCR 11303**

Requires the school district to provide parents an opportunity for consultation prior to placement of child in a program of bilingual education. Requires notification, by mail or in person, to inform parents: 1) in a simple, nontechnical description of purposes, method, and content of the program; 2) that they have the right and are encouraged to visit classes and to come to the school for a conference to explain the nature and objectives of bilingual education; 3) of their right not to have their child enrolled in such a program; and 4) the opportunity to participate in the school or school district advisory committee, or both. Written notice shall be

provided in English and the primary language of the pupil.

#### **Career Technical Education Course – EC 48980(m)**

Requires a school district that elects to allow a career technical course to satisfy the graduation requirement imposed by EC 51225.3(a) (1) (E) to provide the following notifications:

1. Information about the high school graduation requirements of the school district and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California.
2. A complete list of career technical education courses offered by the school district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy.

#### **Disruption in a Public School or Public School Meeting – EC 32210**

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

#### **Electronic Listening or Recording Device – EC 51512**

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

#### **Electronic Signaling Device – EC 48901.5**

By policy or practice, the District may regulate the right of pupils to possess or use electronic signaling devices, including cell phones and pagers, during the school day or at school functions. No student may be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the pupil and the use of which is limited to the pupil’s health.

#### **Gun-Free School Zone Act – PC 626.9, 30310**

Prohibits a person from possession a firearm in a place that the person knows, or reasonably should know is a school zone. A school zone is defined as an area in, or on the grounds of, a public or private school providing instruction in kindergarten through grade 12, or within a distance of 1,000 feet from the grounds of the public or private school. A person may possess a firearm in a school zone under specified circumstances, such as when the person is a duly appointed peace officer, honorably

retired police officer, or security guard authorized to carry a concealed firearm under state law. All other persons holding a valid license to carry a concealed firearm, who are not exempt from the restrictions, are no longer allowed to bring or possess a firearm in schools or school zones, unless they obtain written permission from the school district superintendent, his or designee, or equivalent school authority.

**Harm or Destruction of Animals – EC 32255 et seq.**

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

**Involuntary Transfer – EC 48980(n), 48929**

Requires a school district that elects to adopt a policy regarding the transfer of a pupil convicted of violent felony or misdemeanor if he or she and the victim of the crime for which the pupil was convicted are enrolled in the same school to inform parents or guardians of the policy as part of the annual notification. The policy, as specified in EC 48929, shall contain all of the following conditions:

1. A requirement that the pupil and pupil's parent or guardian be notified of the right to request a meeting with the school principal or designee of the school or school district.
2. A requirement that the school first attempt to resolve the conflict before transferring a pupil, including, but not limited to, using restorative justice, counseling, or other services.
3. Whether the decision to transfer a pupil is subject to periodic review and the procedure for conducting the review.

The process to be used by the governing board of the school district to consider and approve or disapprove of the recommendation of the school principal or other school or school district designee to transfer the pupil.

**Language Acquisition Program – EC 310; 5 CCR 11309**

5 CCR 11309: In order to facilitate parental choice of program, all parents and guardians must be informed of

the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. Notice to include a description of the locally-adopted procedures for requesting a parental exception waiver, and any locally-adopted guidelines for evaluating a parental waiver request.

EC 310: Parents or legal guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of EC 305. If the school district implements a language acquisition program, the parent or guardian shall be provided with information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program. The information shall be made part of the annual notice required pursuant to EC 48980 or upon enrollment.

**Lost Personal Items**

A school cannot be responsible for personal property brought to school by students. GPUSD is not responsible for personal property left by students at school or personal property lost at school. Items found will be turned into the school office and held until claimed. Students and/or parents must claim lost items within a period of four weeks, or such items will be discarded. Students must notify either their teachers or the school office of any personal items lost, misplaced, or stolen. Articles of personal value or those which are expensive should not be brought to school. Items left on school buses are normally held at the site where the buses are housed. Students and/or parents may claim the lost items at the school site. If you have any questions regarding an item believed to have been left on a bus, you may call the school site your child is attending.

**Minimum & Pupil-free Staff Development Days – EC 48980(c)**

A school calendar for the current school year setting forth the minimum days and pupil-free staff development days is being provided with this document.

**Off-campus Lunch – EC 44808.5**

The governing board, pursuant to Education Code 44808.5, has decided to permit the students enrolled at Tranquillity High School who meet a certain criteria to leave the school grounds during the lunch period.

Neither the District nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil



during such time as the pupil has left the school grounds pursuant to this section.

### **Pesticide Products – EC 17612 and 48980.3**

At the beginning of each school year, the District will provide to the parents or guardians of District students written notification of the names of all pesticide products expected to be used during the school year on its school sites. The notice will identify the active ingredient(s) in each pesticide product and an internet address on pesticide use and reduction. The notice will also inform parents or guardians that they may register with the District to receive prior notification of individual pesticide applications at least 72 hours in advance of each application. If you have questions regarding the application of pesticide products at District sites, please contact the MOT Director at (559) 693-1115.

### **School Accountability Report Card**

Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school of the District (*Education Code Section 35256*). The reports are also available on the District website.

### **School Safety Plan – EC 32280 et seq.**

Each Golden Plains Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

#### Emergency Procedures

In the event of a state or national emergency or disaster, buses will arrive at the school and take students home as soon as possible. Students should enter their home immediately after arriving at their destination. Please discuss with your child where they are to go in the event of an emergency.

#### Fire/Earthquake/Lock down Safety

Fire drills are held regularly so that students become familiar with safe exiting procedures. Earthquake and lockdown procedures are also practiced during the school year. Parents or community members on campus during a drill must comply with school drill procedures. In the event of a bomb threat, please turn off cell phones.

### **Sex and HIV/AIDS Education – EC 231.5 and 51938**

The purpose of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Codes 51930 through 51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases. The District will provide instruction in comprehensive sexual health education, HIV/AIDS prevention

education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year.

Parents or guardians may:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education
2. Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
3. Request a copy of Education Codes 51930 through 51939
4. Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
5. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
  - a. The date of the instruction
  - b. The name of the organization or affiliation of each guest speaker

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate.

### **Title I – 20 USC 6311, 34 CFR 200.61**

Requires the school district, at the beginning of each school year, to notify the parents of each student attending any school receiving Title I funds that they may request, and the district will provide on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a school that receives Title I funds shall provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

### **Williams Complaint Policy & Procedure – EC 35186**

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained from the Assistant Superintendent, Student Services at (559) 693-1115.

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

## **Special Education**

### **Special Education Coordinator**

The SPED Coordinator directs programs and ensures that the needs and rights of SPED students are met. The SPED Coordinator with all teachers will assess and monitor SPED students and inform parents of their child's progress throughout the year.

### **Special Education**

#### Services for Students with Exceptional Needs or a Disability

State and federal law requires that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities, ages 3 through 21 years. Students classified as individuals with exceptional needs for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school. (Education Code Section 56040 et seq.). In addition, services are available for students who have a handicap which interferes with their equal access to educational

opportunities. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Section 104.32)

### Identification of Individuals with Exceptional Needs

Golden Plains Unified School District recognizes the need to identify and evaluate district resident with disabilities in order to provide them with appropriate educational opportunities. Such individuals may be eligible for educational and related services under Education Code 56000-56885 and the Federal Individuals with Disabilities Education Act. GPUSD has established a Student Study Team (SST) process that utilizes a Response to Intervention (RTI) model of service. Scientific research-based interventions are monitored through the SST prior to a referral being made for Special Education Assessment.

### Referral for Assessment

School staff or parents may make referrals for consideration of assessment of special education eligibility. Initial school staff concerns regarding a student's progress are often addressed through the Student Study Team (SST) process. Similarly, concerns expressed by the parent may be addressed through the SST process. In the Student Study Team, concerns about student progress are discussed by the parent and by school staff, which may include student, general education teacher, special education providers, school psychologist, administrator, and others, as appropriate. Information is gathered from the student's cumulative record and from staff and parent. Interventions to address concerns are defined, implemented, monitored, and reviewed by the Student Study Team. The Student Study Team may recommend assessment for determination of special education eligibility as part of this process.

When the parent makes a specific oral request for assessment, the staff member receiving the request should explain the SST process. If the parent submits a request for assessment in writing, the written referral should be submitted to the Special Education Director. Whether the written referral for assessment originates with the SST or the parent, general education staff must complete the SST referral form, and a proposed assessment plan will be developed by Special Education staff in conjunction with parents concerns and information from general education teacher.

The **Special Education Assessment Plan** must be given to the parent in writing within 15 days from the date of the written request was submitted for assessment, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of the receipt of the referral, unless the parent agrees, in writing, to an extension.

### Criteria for Appropriate Assessment Referral

Referrals should be those that significantly impact the students' ability to access the core curriculum or interfere with instruction of others. The following information is gathered to support an appropriate assessment referral:

**1. Documentation.** The SST provides documentation showing that it addressed a student's academic, language/speech, and/or behavioral issues, incorporating:

- a) **Interventions.** Scientifically research-based intervention(s) implemented with fidelity as evidenced by data sheets, computer-generated records, or other permanent products;
- b) **Progress Monitoring.** Monitoring of the student's progress relative to appropriate peer comparisons, at reasonable intervals, with appropriate modification of interventions and support as appropriate;
- c) **Progress Analysis.** Evidence that the student's rate of progress relative to peers was not adequate (team should also consider cultural and linguistic factors).

**2. Inappropriate Basis for Referral.** To ensure that a student does not receive an assessment inappropriately, there is data-based documentation that the student's lack of educational progress is *not primarily due to the following*:

- a) **Reading.** Lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary (e.g., if more than 50 percent of the class falls below expected performance on the benchmark, lack of appropriate instruction might be suspected);
- b) **Math.** Lack of appropriate instruction in math (e.g., if more than 50 percent of the class falls below expected performance on the benchmark, lack of appropriate instruction might be suspected);
- c) **Unfamiliarity with the English Language.** If the student's primary language is not English, the teacher may employ a variety of intervention and support strategies within the general education classroom to accommodate the student's language and cultural background and help resolve the targeted learning and behavior problems.
- d) **Cultural Factors.** For students from culturally and linguistically diverse backgrounds, data indicates that the school and classroom teacher have been sensitive toward the student's diverse learning needs.

In referring *culturally and linguistically diverse* students for special education services, care must be taken to determine whether learning, language/speech, and/or behavior problems demonstrated by the students indicate a disability or, instead, manifest cultural, experiential and/or socio-linguistic differences. It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist them in overcoming their learning, language/speech, and/or behavioral problems. The student's teacher and SST should gather the following information about the student to help make his determination:

- 1) Background
- 2) Culture and language
- 3) Acculturation level;
- 4) Socio-linguistic development; and
- 5) Data showing the student's response to the school and classroom environment when accommodations and supports are provided.

- e) **Environmental or Economic Disadvantage** (e.g., if a majority of low income students in the class fall below benchmark on universal screening, environmental or economic barriers as a primary factor might be suspected);
- f) **Temporary Physical Disabilities; or**
- g) **Social Maladjustment**

Generally, students with emotional disabilities are viewed to have behavior of an 'involuntary nature.' Students with social maladjustment are viewed as having behavior that is intentional in nature and are generally conceptualized as having a conduct problem. A Federal District Court viewed social maladjustment as "a persistent pattern of violating societal norms...a perpetual struggle with authority, easily frustrated, impulsive and manipulative." These students are viewed as being capable of behaving appropriately, but they intentionally choose to break rules and violate norms of acceptable behavior.

### General Education Teacher's Responsibilities to a Student with Disabilities

The reauthorization of the Individual with Disabilities Education Act (IDEA) in 1997 placed a greater emphasis on the general education teacher's role in the Individualized Education Program (IEP) process. The law clearly delineates the roles and responsibilities of the general education teacher as an IEP team member.

When the general education teacher notices that a student in his/her class is having difficulty:

- The teacher will modify the curriculum, classroom environment, and/or classroom management;
- If the problem continues after documented intervention, the teacher refers the student to the Student Study team (SST).

When referring a student to the SST:

1. The teacher will complete forms regarding attempted modifications including behavior and academic interventions.
2. The teacher will attend the SST meeting, and develop and implement strategies
3. If attempted interventions and strategies are unsuccessful, the SST will refer the student for a special education assessment. Students are only referred for assessment if their unique needs cannot be met in general education and the difficulties are not primarily due to the following factors: cultural differences, environmental factors, lack of school experience, or language differences.
4. If a student was to be referred for Special Education testing, the general education teacher will continue to participate in the assessment by collecting observational information, completing checklists, and providing work samples prior to Individualized Educational Plan (IEP) team meeting.

## Sports



### Athletic Director

The Athletic Director (AD) coordinates the various sports at a school site in order to increase student participation in athletics. The AD staffs sports teams and balances the number of boys and girls teams to ensure equity. The AD and varsity head coaches set sport schedules, keep track of attendance on the teams, and verify student insurance and eligibility. The AD should originate and attend Booster Club meetings in order to support athletic programs. In addition, the AD monitors student academics and encourages students to maintain good grades. Students who struggle academically can be placed on a contract or academic probation.

### Academic Goals

1. All students will increase achievement and proficiency levels in ELA, Math, and ELD
2. Increase levels of English Proficiency for English Learners

### School/Community Engagement Goals

1. Increase stakeholder/community engagement by 2%
2. Increase student participation in co/extra-curricular activities by 5%

### Extracurricular and Co-Curricular Activities (NO PASS - NO PLAY POLICY)

The Board of Trustees recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extra/co-curricular activities without compromising the integrity and purpose of the educational program.

In order to be eligible for extracurricular and co-curricular activities, students in grades 4 through 12 must maintain a 2.0 grade point average of all grades. (Education Code 35160.5)

Students who:

- 1) Are now or have been in Special Education (Education Code 51215(5))
- 2) Have been classified as Learning Disabled, or
- 3) Are classified as EL (enrolled less than three years in the district) and score less than EA on the CELDT average or above average motivation

And are receiving modified instruction in the classroom, may be given a grade over a “P” (C/P) to indicate that they are working at a level below that which is considered appropriate for their assigned grade level.

In such cases the grade assigned may not be higher than a “C.” At such time as the student is deserving of a higher grade, the level of difficulty of the modified curriculum should be increased until the student is working on grade level and modification of instruction is no longer needed. Grades over a “P” are to be given only in the subjects for which instruction has been modified to meet the needs of the students. The grade over a “P” is to be averaged with all other grades to determine eligibility. Students with a grade over a “P” will not be eligible for Honor Roll. (Board Approved April 9, 1998)

Students shall not have more than one failing grade and must maintain minimum progress towards graduation in order to meet eligibility requirements. Determination of eligibility shall be based on tri-semester grades for high schools and quarterly grades for elementary schools. There is no probationary period. The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility. (cf. 6164.5 – Student Study Teams)

The Superintendent or designee may revoke a student’s eligibility for participation in extra/co-curricular activities when a student’s poor citizenship is serious enough to warrant loss of this privacy.

### **Health Insurance Coverage for Athletes – EC 32221.5**

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 school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils 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 through the Fresno County Department of Human Services at (559) 600-1377 and/or Healthy Families Program at 1-800-880-5305.

### **Competitive Athletics – EC 221.9**

Commencing with the 2015-2016 school year and every year thereafter, each public elementary and secondary school, including each charter school, that offers competitive athletics, shall publicly make available at the end of the school year all of the following information:

1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

Schools shall make the information identified above publicly available by posting it on the school's website. If the school does not maintain its own website, the school can submit the information to its school district or charter operator to have the information posted on the district's or operator's website; the information shall be disaggregated by school site.

"Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

### **Concussion and Head Injuries – EC 49475**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that

activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Sudden Cardiac Arrest – EC 33479 et seq.**

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally do not apply to those conducted during the regular school day or as part of a physical education course.



## **Technology**

### **Technology Director Golden Plains Unified**

The technology director oversees the efficient use of district electronic devices, email, and websites. The technology director also ensures the appropriate use of technology through district policies.

## Acceptable Use of Technology

One of the adopted goals of the District is to assist in advancing the use of technology to enhance student learning. Access to District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding acceptable use of technology. All District students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

### Board Policy in Use of Technology

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the district's school and classes.

- (cf. 0440 - District Technology Plan)
- (cf. 6010 – Goals and Objectives)
- (cf. 6163.1 – Library Media Centers)

### Internet Services

To discourage access to adult content on the internet and preclude other misuses of the system, the Superintendent or designee shall establish age/grade-level qualifications and shall ensure that students receive training in digital citizenship, user obligations and responsibilities.

Before using the internet, the student and parent/guardian shall sign the district's user contract indicating that the student understands and agrees to abide by specified user obligations and responsibilities.

Staff shall closely supervise students while using the internet and may ask teacher aides and student aides to assist in the supervision.

The Superintendent or designee shall establish administrative regulations governing use of the District's internet. He/she shall ensure that users have no expectation of privacy and understand that District staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to disciplinary actions,

revocation of the user account, and legal action as appropriate.

- (cf. 5144 – Discipline)
- (cf. 5144.1 – Suspension and Expulsion/Due Process)
- (cf. 5145.12 – Search and Seizure)
- (cf. 6162.6 – Use of Copyrighted Materials)

## Internet Safety

### Internet Access Policy

It is the District's goal to further educational excellence for all students through the use of technology. GPUSD provides student's access to the Internet and on-line services while at school. **In order to provide for the safe use of technology regarding such access, the district requires each student return an "Internet Use Form" which informs parents of "harmful matter" as defined in Penal Code section 313 subd. (a).** such policy shall be available at each school site. Internet Access forms must be completed by all internet users prior to use. There will be no exceptions. Telephone calls home are not acceptable in place of a signed form.

### Social Media

Golden Plains Unified School District blocks all commercial social media sites on its computers, devices, servers, networks, and systems, therefore Users may not use commercial social media during their work, school, and volunteer responsibilities unless approval has been granted by the Superintendent or an administrator, and the commercial social media has been opened for that person(s) and purpose only. The District recognizes that during non-school hours students may participate in online social media, blogs, and other online tools and would like to help make parents aware of precautions that should be taken while using these social media outlets. **If the principal or designee chooses to start a social media web-page, they must do so with permission from the Director of Technology.**

### Parent tips for Social Media (Facebook, MySpace, etc....)

- **Facebook won't let kids have a page if they are younger than 13.** Although there is an age restriction, children often times do the math to figure out what year to put so they'll seem 13 -- or older. Check your child's computer browser history. If you see Facebook listed, assume your child has an account.
- **Tell your child to think before they post.** Remind them that anyone can see what's on their pages -- even if they think no one will. Potential employers and college admissions staff often surf social networking sites. Ask your teens to think about who might see their pages and how they might interpret the posts or

photos. Each family is different, but for middle and elementary school kids, it's a good idea for parents to have access to their children's' pages, at least at first, to be sure that what's being posted is appropriate. Parents can help keep their children from doing something they'll regret later.

- **Let them know that anything they create or communicate can be cut, altered, pasted, and sent around.** Once they put something on their pages, it's out of their control and can be taken out of context and used to hurt them or someone else. This includes talk and photos of sex, drugs, and alcohol. Tell them that anything put online can last forever. If they wouldn't put something on the wall of the school hallway, they shouldn't post it online. Rule of thumb: If your children wouldn't say it to someone's face, they shouldn't post it.
- **Don't post your location.** Social networks allow kids to post their location -- but it's just not safe for teens to do this.
- **Watch the clock.** Social network sites can be real time suckers. Hours and hours can go by -- which isn't great for getting homework done.



## Transportation

The Golden Plains Unified School District, consistent with the California Education Code, offers transportation for students, kindergarten through 12<sup>th</sup> grade, to and from school. Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. (Code of Regulations, Title 5, Section 14103)

All Golden Plains Unified School District students will be expected to be prompt in reporting to their designated bus stops. K-3<sup>rd</sup> grade students will be expected to walk up to one-quarter mile, 4-8<sup>th</sup> grade students up to one-half mile and 9-12<sup>th</sup> grade up to one mile to their assigned bus stops. Bus stops have been designated for the safety of students and have been arranged to allow students to board on the right side.

Stops Students, who wish to be released from their bus at a location other than their own regular stop, must submit a signed and dated note from the parent or guardian to the office. Note will be signed and dated by office staff and then forwarded to the designated bus driver. Alternate stops will be only those routinely made and will not extend beyond normal bus routes. Bus routing and bus stops will be established based upon the safety of waiting pupils as well as pupils on the bus. When it has been determined by the Superintendent and/or his

designee that no reasonable walking routes on sidewalks either to school or to a regular bus pick-up area exist, bus service may be provided. Consideration shall be given at the advice of the California Highway Patrol, code requirements, and any other organization or individuals who may have pertinent information (Administrative regulation 3542).

### Athletics or School Sponsored Activities

Contingent upon funding, Golden Plains Unified School District provides transportation for all students involved in athletics or school sponsored activities. Students are required to use school transportation going and returning from athletic or school sponsored activities unless prior approval to do otherwise has been obtained from the principal. Students may not be released to brothers, sisters, uncles or aunts unless a written request has been submitted the day prior to the event and a school administrator gives approval. A student may be released directly to a parent/guardian by a school official (Administrative Regulation 3541(a)).

Afternoon/evening buses provide transportation for students participating in athletics, tutorial programs, recreation and other authorized after school activities. Students will be picked up and dropped off at designated stops. Bus routes and stops shall be designated for all home-to-school transportation. Athletic activities, field trips, or all other bus trips shall return to the school site where the trip originates. Parents must arrange for their child's transportation from school to home. Coaches, teachers, advisors, or adult chaperones shall ensure proper supervision and safety of all students until everyone has left the school site. The Superintendent will be responsible for bus regulations and for seeing that bus safety drills are developed and practiced.

### Field Trips

Parent permission in the form of the "Full Year Field Trip Permit" is required for student participation in field trips within the district. Field trips outside of the district will require parent permission for each trip. Parent must return the signed form to your child's teacher before each individual field trip outside the county. All standard rules of conduct and procedures used in the daily transportation of pupils will be observed and enforced on field trips unless otherwise stated by the bus driver.

### Rules for the Bus

Because school bus passenger's behavior can directly affect their safety and the safety of others, all bus riders shall comply with Student Discipline Rules and Regulations (BP 5131.1) and the following specific regulations while riding a school bus to and from school or to school activities:

Riders shall:

Follow the instructions and directions of the bus driver at all times and be courteous to the driver and fellow passengers.

1. Arrive at the bus stop on time stand in a safe place to wait quietly for the bus, off private property.
2. Board the bus and go directly to their seats and remain seated while the bus is in motion.
3. Do not obstruct the aisle with their legs, feet, or other objects.
4. Refrain from behavior that distracts the driver such as loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, standing, or changing seats.
5. Not put hands, arms, head or any part of their body out of the bus window, nor throw any objects from the bus.
6. Not litter the interior of the bus, tamper with bus equipment, damage or deface the bus, nor damage any property near or at bus stops.
7. Not bring animals, birds, reptiles, or insects on the bus.
8. Not eat or drink while on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver, shall be sufficient reason for a pupil to be denied transportation. **DON'T LOSE YOUR RIDING PRIVILEGES.**

#### Transport To/From Events/Extra Curricular

All students are expected to attend an approved school activity or field trip in school provided transportation. (The exception may be on those occasions that a conflict arises between the home and school sponsored event.) In any case, the student must have approval of the parent/guardian, trip coordinator, and/or advisor of the activity. Forms must be completed at the school, in person, by the parent/guardian. Compliance with one of the following regulations is necessary if transportation other than that furnished by the school is desired.

#### Parent Transportation

The parent/guardian must make prior arrangements with sponsor of the activity for their child to ride home from an event in transportation other than, that which is provided by the school. Failure on the part of the parent to notify the person in charge of the activity that their son/daughter will not be going home in school transportation is reason enough to deny the student further participation in the activity.

#### Other Transportation

Students must inform the person in charge of the activity that transportation from the activity, other than furnished by the school is desired. Whether this is acceptable must be mutually agreed on by the person in charge of the activity, trip coordinator, and a parent/guardian and agreed to by an administrator by filling out a form available in the front office.

The form must have the signature of the person in charge of the activity, trip coordinator, and a parent/guardian. Also, forms must be completed at the school, in person, by the parent/guardian. Failure to have any of the three signatures on the form is automatic denial of the request.

For foggy day information regarding the Golden plains Unified School District schedule, tune into TV Channel 18 and 30 – Radio KMJ 580 AM or call (559)698-7817. Be sure to look or listen for information regarding school time and bus schedule. A decision will be announced on the above stations by 6:30 a.m., 8:30 a.m., and 10:00 a.m. The plan may be updated as the day progresses, if needed. *No announcement means there is a no foggy day schedule.*

#### Foggy Day Bus Schedule

Plan A: Two-hour delay, buses only. Buses will run 2 hours later.

(Classes will begin at 10:00 a.m.)

Plan B: Three-hour delay, buses only.

(All classes will begin at 10:00 a.m.)

Plan C: Morning (A.M.) buses canceled.

(All classes begin at 10:00a.m.)

Note: Walkers/students being dropped off during foggy day schedule should not be on campus before 9:30am.

#### **Schoolbus Safety – EC 39831.5**

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (*i.e.*, a list of schoolbus stops near each pupil's home, general rules of conduct at schoolbus loading zones, red light crossing instructions, schoolbus danger zone, and walking to and from schoolbus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.



**CALIFORNIA EDUCATION CODE SUSPENSION AND EXPULSION LAWS**  
**California Education Codes (EC) 48900 *et seq.***

---

**EC 48900—Grounds for Suspension and Expulsion**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.

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

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

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

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

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

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

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

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

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

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

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

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

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4,

directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, 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 purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or

scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

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

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

#### **EC 48900.2—Sexual Harassment**

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

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

### **EC 48900.3—Hate Violence**

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

### **EC 48900.4—Harassment, Threats or Intimidation**

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

### **EC 48900.5—Limitations on Imposing Suspension**

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

### **EC 48900.7—Terroristic Threats**

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may

be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

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

### **EC 48915—Circumstances for Recommending Expulsion**

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

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.

- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed..
  - (2) Brandishing a knife at another person.
  - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
  - (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
  - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
  - (3) Is not housed at the schoolsite attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code

### School-wide Disciplinary Guidelines and Procedures to Misbehavior

A student may be suspended or expelled for any of the acts listed below if the act is related to school activity or school attendance occurring at any District school site, at any time, including, but not limited to, the following: (1) While on school grounds; (2) While going to or coming from school; (3) During the lunch period whether on or off campus; and/or (4) During, going to, or coming from a school-sponsored activity.

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense. (Ed Code Sec 48900 a, P.C. 415, 415.5)

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

1<sup>st</sup> Offense: 1-3-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion

2<sup>nd</sup> Offense: 3-5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the site administrator's or designee's concurrence. (Education Code 48900(b))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory recommendation for expulsion

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement, referral to substance abuse counseling program, possible recommendation for expulsion

2<sup>nd</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion

A future occurrence will result in a recommendation for expulsion.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, possible recommendation for expulsion

A future occurrence will result in a recommendation for expulsion.

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, possible recommendation for expulsion

A future occurrence will result in a recommendation for expulsion.

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration.

2<sup>nd</sup> Offense: 3-5-day suspension, parent conference, notification of law enforcement at the discretion of the administration.

3<sup>rd</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, recommendation for expulsion.

Parent or guardian will be held responsible for damages to school district property and restitution for damages. The parent or guardian is also liable for the amount of a reward paid for

information leading to the apprehension of the person(s) causing the damage.

NOTE: Grand Theft or felony cases will result in notification of appropriate law enforcement agency.

7. Stole or attempted to steal school property or private property. (Education Code 48900(g) P.C. Sec 487, 488)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration.

2<sup>nd</sup> Offense: 3-5-day suspension, parent conference, notification of law enforcement at the discretion of the administration.

3<sup>rd</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, recommendation for expulsion.

Parent or guardian will be held responsible for damages to school district property and restitution for damages. The parent or guardian is also liable for the amount of a reward paid for information leading to the apprehension of the person(s) causing the damage.

NOTE: Grand Theft or felony cases will result in notification of appropriate law enforcement agency.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h), 48900 (k), 48901)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 3-day suspension, parent conference

3<sup>rd</sup> Offense: 5-day suspension, parent conference, possible recommendation for expulsion

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 3-day suspension, parent conference

3<sup>rd</sup> Offense: 5-day suspension, possible recommendation for expulsion

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification

of law enforcement, referral to substance abuse counseling program, possible recommendation for expulsion

2<sup>nd</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, possible recommendation for expulsion

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

Except for a suspension by a teacher from class, a student enrolled in kindergarten through third grade shall not be suspended for any of the acts enumerated under Education Code 48900(k), and Education Code 48900(k) shall not constitute grounds for the expulsion of any student enrolled in kindergarten through twelfth grade. (Education Code 48900(k))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration

2<sup>nd</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration

3<sup>rd</sup> Offense: 3-5 day suspension, parent conference, notification of law enforcement at the discretion of the administration

4<sup>th</sup> Offense: 3-5 day suspension, parent conference, notification of law enforcement at the discretion of the administration

5<sup>th</sup> Offense: 5 day suspension, parent conference, notification of law enforcement at the discretion of the administration

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration

2<sup>nd</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration

13. Possessed an imitation firearm. *Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory recommendation for expulsion

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(a, n))

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory expulsion

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o) P.C. 415, 415.5)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 5-day suspension, parent conference

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 5-day suspension, parent conference

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

*Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property; fire setting, attempted fire setting, or bomb threat, including the activation of false alarms or tampering with emergency equipment. (Education Code 48900.7)

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. (Ed Code Sec 48900 b, f), 48900.7, 48900 k, P.C. 148.1, 148.4)

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration. Restitution for damages may be a condition of readmittance.

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

*Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(Ed Code Sec 48900.4, 48900 k, 32050-2052, P.C. 415)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, student counseled for understanding of seriousness of offense

2<sup>nd</sup> Offense: 5-day suspension, parent conference

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

1<sup>st</sup> Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion

21. Intentionally 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 classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Ed Code Sec 48900.3, 48900.4, 32050-2052, P.C. 415)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 5-day suspension, parent conference

3<sup>rd</sup> Offense: 5-day suspension, parent conference, possible recommendation for expulsion

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

*Bullying* means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as

defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above.

*Electronic act* means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference

3<sup>rd</sup> Offense: 5-day suspension, parent conference, possible recommendation for expulsion

23. Students exhibiting gang-like behavior such as but not limited to: writing on clothing or school or student property, wearing articles of clothing commonly associated with gangs, “flashing signs”, associating in groups with other students known to be gang affiliated. Gangs (as referred to in California Penal Code 186.22) are associated with drug use and/or violent or disruptive behavior. Incidents of gang behavior will be reported to law enforcement. (Ed Code 48900 k, P.C. 186.22)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, notification of law enforcement, restitution of any damage to property

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference, notification of law enforcement to determine if student meets validation as a gang member in accordance with Penal Code, restitution of any damage to property

3<sup>rd</sup> Offense: 5-day suspension, parent conference, recommendation for expulsion, notification of law enforcement, restitution of any damage to property

24. Upbraiding, insulting, or abusing teachers or other school personnel. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, possible removal from class

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference, possible removal from class

NOTE: Threatening or intimidating school personnel requires mandatory notification of law enforcement agencies. (Ed Code Sec 44014, P.C. Sec 71)

25. Any act of defiance or disobedience either in language or in action against school personnel or refusing to comply with the reasonable request or orders of school personnel. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference, possible removal from class

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference, possible removal from class

NOTE: Threatening or intimidating school personnel requires mandatory notification of law enforcement agencies. (Ed Code Sec 44014, P.C. Sec 71)

26. Failing to identify oneself or giving false information to school personnel. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference

27. Forging, falsifying, or altering school correspondence, passes, or absence vouchers. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: 1-3 day suspension, parent conference

2<sup>nd</sup> Offense: 3-5 day suspension, parent conference

#### CAUSES FOR LESS THAN SUSPENSION ON THE FIRST OFFENSE

Alternative consequences may include, but not be limited to warning, counseling, benching, detention, class suspension, in school suspension, Saturday School, work detail, community service, intervention groups, social suspension from one or more school activities, and Alternative Educational Programs. (Ed Code Sec. 48900.1, 48900.5, 48900.6, 48910, 48911)

#### 1. BICYCLES, SKATEBOARDS, ETC.

Improper or unsafe use of bicycles, mopeds, motorcycles, roller skates, in-line skates, or skateboards on campus. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact, alternative consequences may be assigned. The item may be confiscated.

2<sup>nd</sup> Offense: 1-3 day detention, parent contact. The item may be confiscated.

3<sup>rd</sup> Offense: 1-3 day suspension, parent contact. Item may be confiscated.

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

#### 2. CELL PHONE VIOLATIONS



Students violating the established cell phone policy. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Cell phone will be confiscated and released to pupil. Written warning.

2<sup>nd</sup> Offense: Cell phone will be confiscated and released only to a parent/guardian. Written warning. 1 day detention.

3<sup>rd</sup> Offense: Cell phone will be confiscated and released only to a parent/guardian. Written warning. 2 days detention.

4<sup>th</sup> Offense: Cell phone will be confiscated and released only to a parent/guardian. Written warning. 1 day after school detention.

5<sup>th</sup> Offense: Cell phone will be confiscated and released only to a parent/guardian. Written warning. 2 days after school detention.

### 3. CHEATING

Cheating or helping a person to cheat on an assignment, test, or exam.

1<sup>st</sup> Offense: Parent contact. Discipline by the teacher and an "F" on the assignment or test.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact. "F" on the assignment or test.

3<sup>rd</sup> Offense: 3-5 day suspension, parent contact. "F" on the assignment or test.

### 4. COMPUTER VIOLATIONS

Improper use of computers in violation of the GPUSD Acceptable Use Contract.

(Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact. Student's log-in capability will be disabled at the discretion of the teacher and/or administrator. Alternative consequences may be assigned. Law enforcement may be notified, if appropriate.

2<sup>nd</sup> Offense: Parent contact. Student's log-in capability may be disabled for the remainder of the school year. Alternative consequences may be assigned, including suspension. Law enforcement may be notified, if appropriate.

### 5. DRESS CODE

Violations of district dress code. NOTE: The wearing and/or carrying of symbols, paraphernalia that symbolizes gang membership or advocating racial, ethnic, sexual, religious group prejudice or tends to detract from the educational process, is not permitted. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact, alternative consequences may be assigned. Student may be sent home to dress properly, if necessary.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact.

3<sup>rd</sup> Offense: 3-5 day suspension, parent conference

### 6. FAILURE TO SERVE DETENTION

Students who fail to serve an assigned Detention or Campus Beautification (Work Detail). (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact. Alternative consequences will be assigned.

### 7. ITEMS OF NO EDUCATIONAL PURPOSE

Possession of unauthorized articles/items on campus that are of no educational purpose or value at school. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact, Detention may be assigned. The item may be confiscated.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact. The item may be confiscated.

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

### 8. LOITERING/TRESPASSING

Loitering on campus without any apparent lawful purpose. (Ed Code Sec 48900 k, P.C. 639 9, 647 b)

1<sup>st</sup> Offense: Parent contact, Alternative consequences may be assigned.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact.

3<sup>rd</sup> Offense: 3-5 day suspension, parent conference.

### 9. OBSCENITY/PROFANITY

Commit an obscene act or use profane or indecent language either verbally or in writing, or possession of obscene materials. (Ed Code Sec 48900 i, 48900 k)

1<sup>st</sup> Offense: Parent contact, alternative consequences may be assigned.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact.

### 10. TARDY TO CLASS

1<sup>st</sup> Tardy: Warning. Document tardy.

2<sup>nd</sup> Tardy: Warning. Document tardy. Teacher phones parent. 1 day detention.

3<sup>rd</sup> Tardy: Phone parent. Document tardy. 2 days detention.

4<sup>th</sup> & Subsequent Tardies: Document tardy. Administration will assign one or more of the following: Detention, In-House

NOTE: Students who are habitually tardy may be declared ineligible for athletics, extracurricular activities, co-curricular activities, social activities, and senior activities including Grad Nite trip to Disneyland and participation in the Graduation Ceremony.

## 11. TAMPERING WITH PROPERTY

Tampering with property of the school district or belongings of any other person. (Ed Code Sec 48900 k)

1<sup>st</sup> Offense: Parent contact. Alternative consequences may be assigned.

2<sup>nd</sup> Offense: 1-3 day suspension, parent contact.

## 12. TRANSPORTATION VIOLATIONS

Misconduct on a school bus. (Ed Code Sec 48900 k, Title 5

Administrative Code Sec. 14103)

Courtesy Warning: Bus Driver may issue a written warning for minor misconduct. School site may issue a warning or alternative consequences, at the discretion of the administration.

Transportation Citation: Bus Driver may issue a citation for more serious violations:

Level 1: 1 day suspension from Bus, parent contact, additional alternative consequences may be issued by site administrator

Level 2: 3-5 day's suspension from Bus, parent contact, and additional alternative consequences may be issued by site administrator

Level 3: 10 days suspension from Bus, parent contact, additional alternative consequences may be issued by site administrator

NOTE: It shall be the responsibility of the parents of students, in cases of suspension of transportation privileges, to provide transportation to and from school during the period of suspension.

**California Education Code Excused Absences – EC 46014 and 48205**

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  - (1) Due to his or her illness.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  - (5) For the purpose of jury duty in the manner provided for by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or 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 pursuant to uniform standards established by the governing board.
  - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (b) A pupil 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 the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

# FOSTER YOUTH EDUCATION RIGHTS



## 1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
  - The school you attended when you first entered foster care,
  - The school you most recently attended, or
  - Any school you attended in the last 15 months that you feel connected to.
- Your school district must work with you, your education rights holder,\* your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

## 2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or IEP) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout or sign-up deadline.

## 3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept the partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

## 4. GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district’s requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

## 5. COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

## 6. SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

## 7. RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade.
- Your social worker/probation officer and education rights holder can access your school records as well.

## NON-EDUCATION RIGHTS

As a foster youth, you also have other rights that are not related to school, such as the right to see a doctor or to have private storage space. For more information, please see the **Foster Youth Bill of Rights** ([www.fosteryouthhelp.ca.gov/rights2.html](http://www.fosteryouthhelp.ca.gov/rights2.html))



## \* EDUCATION RIGHTS HOLDERS

Every foster youth under age 18 must have an education rights holder, who is required to make education decisions in the youth's best interest. Foster youth who are 18 or older have the right to make their own education decisions. Your education rights holder may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your education rights holder cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your education rights holder is. If you need information about who your education rights holder is, you can contact your social worker or attorney.

## If you believe your education rights have been violated,

you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint, please visit [cde.ca.gov/re/cp/uc](http://cde.ca.gov/re/cp/uc), or call the California Dept. of Education Coordinated School Health and Safety Office at (916) 319-0914.

For more information about your education rights, please see the **Foster Youth Education Toolkit** ([www.kids-alliance.org/edtoolkit](http://www.kids-alliance.org/edtoolkit)) or the **California Youth Education Task Force** ([www.cfyeff.org](http://www.cfyeff.org)). You also can contact your school district's Foster Youth Educational Liaison or your county's Foster Youth Services Coordinating Program (FYSC) at [cde.ca.gov/ls/pf/fy](http://cde.ca.gov/ls/pf/fy).

## YOUR FOSTER YOUTH EDUCATIONAL LIAISON IS:

Cristina Covarrubia, Student Services Supervisor

## AND CAN BE REACHED AT:

PH: (559) 210-5810



California Department of Education

## California High School Proficiency Exam Dates

Examination dates for the 2019-2020 administrations of the California High School Proficiency Exam.

### What is the California High School Proficiency Exam (CHSPE)?

- The CHSPE is a voluntary test, given only in English, that assesses proficiency in reading, writing, and mathematics skills. The CHSPE consists of two test sections: mathematics and English language arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education.

### Who is eligible to take the CHSPE?

You may take the CHSPE only if, on the test date, you meet one of the following criteria:

- You are at least sixteen years old
- You have been enrolled in grade ten for one academic year or longer.
- You will complete one academic year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year.)

### When and Where is the CHSPE offered?

The administration dates for the 2019-2020 school year are as follows:

Test Date Saturday Morning	Regular Registration Deadline (Receipt Date)	Late Registration Deadline (Receipt Date)	Emergency Registration Deadline (Receipt Date)	Results Mailed
October 19, 2019	September 20, 2019	October 4, 2019	October 15, 2019	November 22, 2019
March 21, 2020	February 21, 2019	March 6, 2020	March 17, 2020	April 24, 2020
June 20, 2020	May 22, 2020	June 5, 2020	June 16, 2020	July 24, 2020

Most California counties have at least one test administration center. For a list of counties and test centers, go to the [CHSPE Test Locations web page](#) in the CHSPE Information Bulletin also available on that web site.

## **Certificate of Proficiency**

California law requires that the Certificate of Proficiency be equivalent to a high school diploma. Institutions that are subject to California law and that require a high school diploma must accept a Certificate of Proficiency. A student who receives a Certificate of Proficiency may, with verified parental approval, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. Speak to your school counselor to understand the benefits of the Certificate of Proficiency. This certificate meets the federal financial aid requirement of a high school diploma or equivalent. If you are planning to continue your studies in a college or university, contact the admissions office so that you may understand its requirements and whether or not the CHSPE certificate will be accepted.

## **For More Information**

For additional information about the examination, visit the [CHSPE website](#) or call 1-866-342-4773.



### 2019-2020 School Calendar (180 Days)

July 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	H	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			
22			0			0

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				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
22			19/21			15

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	H	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					
20			20			20

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		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		
24			23			22

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	H	H	H	30
15			15			14

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	H	H	26	27	28
29	30	H				
19			10			10

January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	
21			19			19

February 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	H	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
18			18			18

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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				
22			22			22

April 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	H	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
21			16			16

May 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
20			20			20

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	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				
22			4			4

HOLIDAYS	
Independence Day	7/4/2019
Labor Day	9/2/2019
Veteran's Day	11/11/2019
Thanksgiving	11/28/2019
Christmas Eve	12/24/2019
Christmas	12/25/2019
New Year's Eve	12/31/2019
New Year's	1/1/2020
M.L. King Jr. Day	1/20/2020
Lincoln's Birthday	2/10/2020
Presidents Day	2/17/2020
Monday Following Easter	4/13/2020
Memorial Day	5/25/2020
<b>THANKSGIVING BREAK</b>	
11/25/19-11/29/19	
<b>WINTER BREAK</b>	
12/16/19-1/3/20	
<b>SPRING BREAK</b>	
4/6/20-4/10/20	
<b>FIRST SEMESTER</b>	
8/12/19-10/11/19	
10/14/19-12/13/19	
<b>SECOND SEMESTER</b>	
1/6/20-3/20/20	
3/23/20-6/4/20	

KINDER PROMOTION		
HES	6/4/2020	11:00 AM
SJES	6/4/2020	9:00 AM
CES	6/3/2020	9:00 AM
TES	6/3/2020	11:00 AM
<b>EIGHTH GRADE PROMOTION</b>		
HES	6/3/2020	5:30 PM
SJES	6/3/2020	7:00 PM
CES	6/2/2020	5:30 PM
TES	6/2/2020	7:00 PM
<b>HIGH SCHOOL GRADUATION</b>		
THS	6/4/2020	7:00 PM
RDR	6/4/2020	11:30 AM
<b>BOARD OF EDUCATION MTGS.</b>		
Every 2nd Tuesday of each month, unless otherwise specified		

STUDENT NON-SCHOOL DAY	
8/2/19-8/9/19	
10/07/19	
11/01/19	
PROFESSIONAL LEARNING	
Duty Days	8/2 & 8/5, 2019 (probationary only)
Duty Days	8/6-8/9, 2019
Duty Day	10/7/19
Duty Day	2/3/20

	First Day of School	
	Last Day of School	
	End of quarter (report cards will be due the Friday after the quarter ends)	
	Late Start Wednesdays 9:30a.m. (K-12)	
	2nd & 4th Weds: Collaboration/Prep (K-8)	
	1st, 3rd & 5th: Meetings, PL (K-12)	
	Early Release day 1:00pm	
	Parent Conferences:	
	K-8 10/21/19-10/31/19	
	1/13/20-1/17/20	
	Student non-school day/PL	
	Vacation	
	# of Instructional days in the month	
	# of Teacher contract days in the month	
	# of Business operating days in the month	
BACK TO SCHOOL NIGHT		
HES/RDR	8/15/2019	5:30-7:00pm
TES	8/14/2019	5:30-7:00pm
THS	8/19/2019	5:30-7:00pm
CES	8/14/2019	5:30-7:00pm
SJES	8/15/2019	5:30-7:00pm
OPEN HOUSE		
HES/RDR	5/12/2020	5:30-7:00pm
TES	5/13/2020	5:30-7:00pm
THS	5/18/2020	5:30-7:00pm
CES	5/21/2020	5:30-7:00pm
SJES	5/14/2020	5:30-7:00pm

Revised 3/5/19 mbf  
Board Approved: 3/12/19