

Choosing EXCELLENCE in *Everything* We Do!

MISTLETOE SCHOOL

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A Message from the Mistletoe staff...

Welcome to the Bulldog family! A child's world is greatly influenced by his or her school experience.

The Mistletoe staff believes that providing a family-like environment strongly connected to our parent community is fundamental to the ongoing support and development of each student. With strong relationships intact, children have the freedom to discover and enjoy the process of reaching their fullest potential. A focus on learning and growing, whether it be in the arena of academics, the arts, or sports, makes active the idea that there are no limits to the success of each student. Academically, our programs reflect relevance to learning and are designed around the needs of the children we serve, including their need to compete in an ever-changing world. We offer an array of Performing and Visual arts experiences, as well as sports programs for all of our K-8 students. Please refer to this Handbook for specifics on each component of our comprehensive school program.

Mistletoe continues to receive recognition for providing an exceptional learning environment that effectively tends to the needs of children. It is an honor to celebrate student achievement and the team effort between our staff and parents towards this effort. We are proud to serve as a California Distinguished School, a California Title 1 Academic Achievement Award School, a California Honor Roll School, and a California School-To-Watch (high-performing middle school).

We wish each of our students and families the best as we journey together into the new school year!



ACADEMIC EXCELLENCE

Mistletoe is a high-performing school rooted in academic excellence. All students are expected to meet rigorous academic standards. We have a highly competent staff that works tirelessly to assess and monitor the progress of student learning. Ability grouping within grade-levels allows for targeted assistance where each child's skills are concerned. Flexible scheduling enables students who may need extra help to engage in research based academic interventions aligned with high standards. Additionally, students demonstrating advanced skills in the areas of reading and math afforded the opportunity to extend their learning. Teaching practices include a variety of methods, all of which support achievement of high expectations while encouraging enthusiasm for learning.

The staff shares a core belief that every child can learn and that it is our responsibility to provide each student with every opportunity to reach his/her academic potential. Teachers collaborate to analyze student data and make decisions about rigorous curriculum, standards-based assessment practice, effective instructional methods, and evaluation of student work. District assessments addressing state standards are given on a trimester basis. The results of these assessments are analyzed during teacher collaboration time.

RESPECT FOR LEARNING

Our primary responsibility to our students is to promote and support their learning. We expect every child at Mistletoe to be educated in learning-centered classrooms where:

- ❖ There is a respectful classroom atmosphere.
- ❖ Students are coached by teachers who have good rapport with their students, are enthusiastic, and demonstrate passion for their work.
- ❖ Students are encouraged to be curious, innovative, and creative.
- ❖ There is equitable access to high-level learning for all students.
- ❖ Students are learning knowledge, skills and processes as individuals and as team members.
- ❖ Instruction is deliberate, thoughtful and standards-based.
- ❖ Teachers use a variety of instructional strategies and activities to build on student knowledge and experience.
- ❖ Student work including projects, products, and services is shared and exhibited.
- ❖ Technology is used to support teaching and learning.

CAREER AND COLLEGE READINESS

Mistletoe staff believes that every child deserves the opportunity to be prepared for college, if they choose to attend. It is our belief that all children need post-secondary training and/or education to achieve their dreams. At Mistletoe, there is a continuation of strategies that are employed throughout our K-8 school to bring students along in understanding possibilities for their future. Activities include field trips to colleges and universities, goal setting, career exploration, and teaching the behavior that promotes citizenship and productive habits, as represented in the adoption of *Character COUNTS!* All of our classrooms have adopted a college as one way to communicate the value of post-secondary education. Through various classroom activities, students develop a broader understanding of what career and college readiness actually means. We recognize that not all students will go to college, but we educate all of them about their options, choices, and pathways to successfully prepare for entrance into college or to plan for specific skill training toward a career.

CELEBRATING ACADEMIC SUCCESS

Student progress is recognized and celebrated on a regular basis throughout the school year. Celebrating progress made in all areas of student development is a priority. Each of the following school-wide programs serves a specific purpose in recognizing our Transitional Kindergarten through 8th grade students:

- ❖ Trimester Academic, Character, and Attendance Award Assemblies
- ❖ Reader Leaders Program
- ❖ Principal's Math Challenge
- ❖ Character COUNTS! tickets (weekly drawings, postcards)
- ❖ GPA Qualifications:
 - Superintendent's Award 3.8 – 4.0+
 - Principal's Award 3.5 – 3.79
 - Honor Roll 3.0 – 3.49

NOTE: Special recognition is given to those students who consistently achieve the Superintendent's Honor Roll for 3 consecutive years.



REPORT CARDS, PARENT/TEACHER CONFERENCES

Report cards are issued at the end of each trimester. The report cards are either given to the parents during the conferences or sent home with the students. The end-of-the-trimester dates are as follows:

October 27	End of 1st trimester
February 16	End of 2nd trimester
June 9	End of 3rd trimester

Parent/Teacher Conference week occurs twice during the school year. During these weeks, students are on a Minimum Day Daily Schedule. Teachers send home a notice to parents either indicating their scheduled conference time or requesting a time that best fits for the parents. Every effort is made to coordinate conference times for families who have more than one child at Mistletoe. Depending upon the grade level, students may be included in the conference process. Conferences are held November 14 through November 18, 2022, and March 6 through March 10, 2023.

Grades K-8 Use Standards Based Report Cards: The progress made relative to achievement of the Standards is assessed utilizing the Enterprise Elementary School District Trimester Assessments. Grades 4 and 5 report cards will include academic letter grades for core academic subjects. Grades 6 through 8 report cards include academic letter grades for all courses in which the student is receiving instruction. The academic letter grading scale used is:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60
A = 93-97	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Interim Progress Reports - Middle Grade Program: In addition to online access to student grades, middle grade teachers send home printed progress reports every three weeks on a Monday. Students are expected to return the report with a parent signature the subsequent school day.

Grading Policy for Middle Grade Program: The purpose of a grade is to reflect a student’s demonstrated skills, abilities, and content knowledge or lack thereof. In an effort to support the transition both into, through, and out of the middle grade program an academic grading progression has been established. A student’s overall academic grade is a composite of different learning experiences/products defined within categories (e.g., Classwork/Homework, Tests/quizzes). Each grading category is weighted for the purpose of supporting success in many areas of adolescent development, which includes personal responsibility, proficiency in subject matter knowledge, and academic skills. The grading progression illustrates student performance as advancement occurs to increasingly rigorous coursework and expectations, which inherently allows for a successful transition to the high school program.

Grading Category Descriptions: Classwork and/or Homework: Student work in this category focuses on the development of fundamental academic skills, work habits (e.g., organization), and time on task (engagement and participation, such as with note taking). Tests and Quizzes: Student work in this category is focused on defining levels of subject matter proficiency, as well as supporting students in developing their testing skills. Tests generally include a composite of multiple choice, true/false, short answer, and essay questions. Testing skills play an increasing role in a student’s academic performance as they progress to high school, post-secondary school, and employment. Projects, Presentations, Labs, and Portfolios: Student work in this category reflects application of knowledge in a diverse manner. There is more than one way to assess a student’s skills and knowledge as demonstrated in their ability to explain and evaluate concepts in using portfolios, oral/group presentations, science labs, and hands-on projects. NOTE: Elective grades are specific to the course being taught.



Powerschool - Online Monitoring of Grades - Middle Grades Program: The District provides real-time access to students’ grades, assignments, and attendance through an online program called PowerSchool. The objective of this program is to promote parent involvement by making communication between parents and the school possible, manageable, and productive. Families who have Internet access at home or work can view the information on their student at any time. Reports can also be obtained from the teacher. Confidential passwords are provided to students and their parents. To access PowerSchool, go to mistletoe.eesd.net. Click on the PowerSchool logo on the right side of the screen.

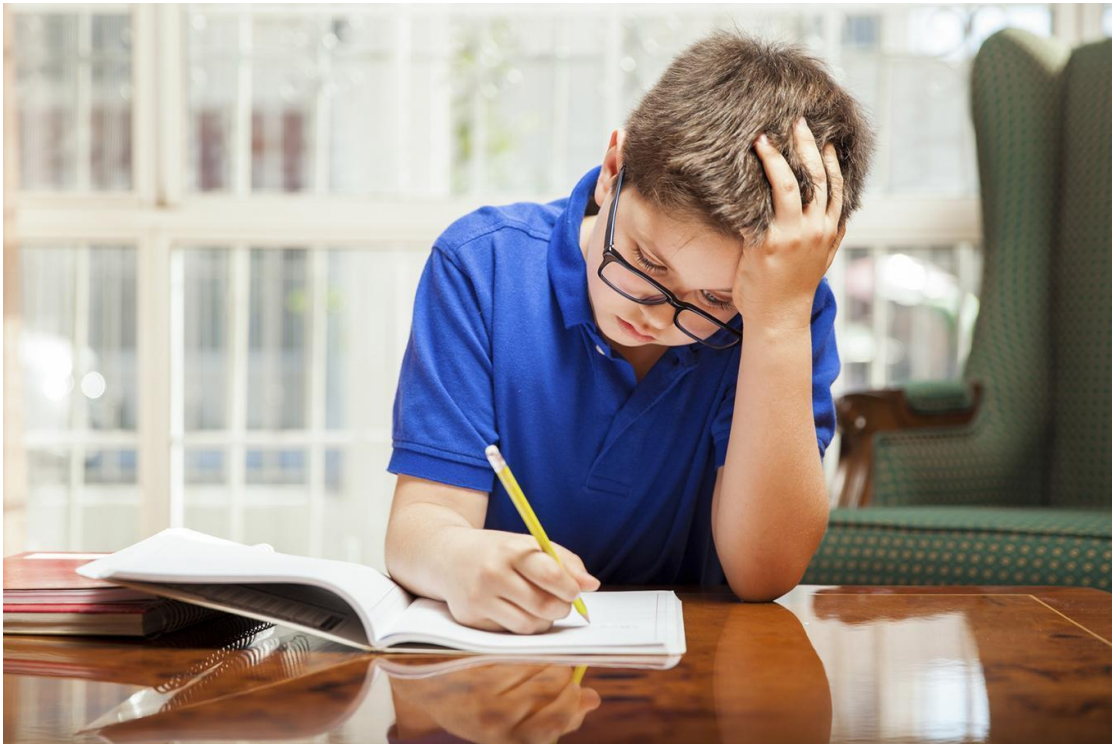
Late Work – Middle Grades Program: Students will be supported throughout the process of developing their academic skills and work habits, which includes learning how to effectively manage their time. Completion of assigned work is a priority as it was assigned purposefully with specific results in mind (e.g., skills practice, development of subject

matter proficiency). Regardless if the work is late, it is important that students complete their assigned work even if there is a score penalty; the focus is on learning the subject in conjunction with the skills necessary to become an increasingly successful student. Penalties are more lenient in 6th grade while less lenient as a student progresses to 8th grade. Students will lose a % value of the total points possible for a late assignment. Please see grade level teachers for more information.

Homework Requests: For short-term absences (less than 3 consecutive days), homework requests may be made directly with the teacher or main office. Please allow 24 hours for teachers to assemble the needed work and deliver it to the office. The assignments may then be picked up in the office at a designated time. The completed work should be returned to the teacher(s) when the student returns. For long-term absences (3 or more consecutive days) (ex. planned vacation), it is strongly recommended that the parent notify the main office at least two weeks in advance before the departure. Students may be placed in a formal Independent Study program with their regular teacher, which assists the student in maintaining the continuity of learning while away. The student, parent, teacher, and principal sign an agreement for the program.

ENRICHING ACADEMIC EXPERIENCES – FIELD TRIPS

Enriching experiences are those that complement and enhance classroom learning. Every grade-level plans multiple field trips to extend classroom lessons. For example, 3rd grade takes various trips throughout Shasta County, 4th grade interacts with California history by taking a trip to Sacramento, and 5th grade students spend a week studying science at Unite Camp. The 6th grade classes have the unique opportunity to go to Shasta Lake for the purpose of studying local history, water quality, and geology. 7th grade classes attend a play at the Shakespearian Festival in Ashland after participating in the Mistletoe Renaissance Day. The 8th grade class plans a two-night camping trip to Patrick’s Point following Graduation Day. Classes of 6th-8th grade students visit various college campuses.



HOMEWORK POLICY (Board Policy 6154)

The Mistletoe School Staff believes homework plays an important role in the education of children. Homework should:

- ❖ provide practice and reinforce concepts already taught in the classroom.
- ❖ develop good study habits, a positive attitude, and serve as a message to students and parents that learning takes place outside the school as well as inside the school.

- ❖ be completed independently, as best as possible, without parental influence except in rare occasions where students are struggling to complete the homework.
- ❖ increase communication between the home and school.
- ❖ promote wise and good management of time.
- ❖ be necessary and useful, as well as appropriate to the ability and maturity level of students.
- ❖ be useful to teachers to monitor student learning towards academic standards.

Assignments not completed during class time may be assigned as homework. Homework guidelines stating the amount of time by grade level required for completion on a nightly basis,* not including long-term projects or special assignments, are:

NIGHTLY HOMEWORK GUIDELINES (minutes)								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
10-15	10-20	15-25	20-30	25-40	30-45	35-50	40-55	45-60

*Students who do not use classroom time wisely may need to complete class work in addition to the minutes above.

Independent reading is recognized as a universal skill that relates to all subjects. Nightly reading is critical to each child’s academic success. Therefore, reading assignments are considered separate homework and not included in the expected minutes listed above. The Mistletoe staff has developed the following nightly reading guidelines:

NIGHTLY READING GUIDELINES (minutes)								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
10-15	10-20	15-20	20	20	20	30	30	30

CORE CURRICULUM AND STANDARDIZED TESTING (CAASPP)

Curriculum Standards adopted by the California Department of Education for English-Language Arts, Math, Social Science-History, Science, and Visual and Performing Arts can be found on the EESD website, www.eesd.net. All California public school children in grades 3-11 participate in State testing during the Spring. At present, the tests for 3rd, 4th, 6th, and 7th grades include English language arts and Mathematics. The tests for the 5th and 8th grades also include science. The results are used for a variety of purposes, most importantly the determination of a student's content knowledge, skills, and abilities. Therefore, it is important that students do their best on these tests. Parents can best support their child/children by:

- ❖ Sharing with your child the importance of their education - testing being one component of education that equips schools to respond to their individual needs
- ❖ Encouraging your student to do his/her personal best
- ❖ Celebrating this opportunity as a means to show what they have learned
- ❖ Making sure they are rested
- ❖ Ensuring that they eat healthy meals
- ❖ Making sure that your child arrives to school on time
- ❖ Scheduling your personal appointments at a time that does not conflict with testing

Parents receive a detailed report of their student’s performance during the summer following the test. The Mistletoe staff makes every effort to develop a positive testing climate which includes pre-test reviews, a testing schedule appropriate for each grade level, nutritious snacks, and daily recognition for active engagement in expected testing behaviors.



ACADEMIC HONESTY

Mistletoe students are expected to develop the highest standards of academic honesty. Most students conduct themselves with integrity and are disturbed when they observe others cheating. Cheating harms our community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. Students who are dishonest about their academic work also cheat themselves of a real education. They rob themselves not only of important knowledge, but also of the experience of learning how to learn. In the workplace, students will learn that most professions have codes of ethics, and standards to which they will be expected to follow while working. At Mistletoe, students are expected to practice the integrity they must demonstrate later in life. For all of these reasons, academic misconduct is considered a serious offense.

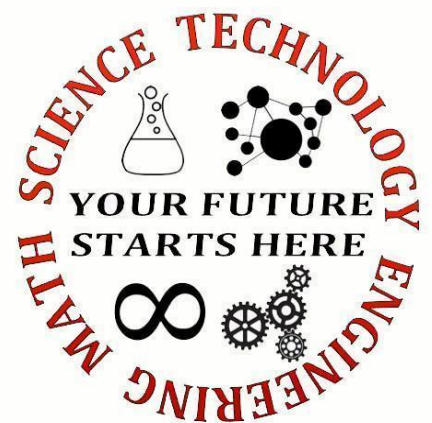
What is academic misconduct? Students are guilty of cheating whenever they present their work as something that they did not do. Students are also guilty of cheating if they help someone else to cheat. One of the most common forms of cheating is plagiarism, which is using another's words or ideas without giving proper credit. Teachers discuss the topic of plagiarism, as well as examples, with their students as appropriate. The temptation to cheat can be eliminated by developing and practicing sound study habits, keeping up on class work as it is assigned, and by making good use of the help offered. Parents and students are strongly encouraged to communicate with the teacher if the student is encountering emotional and/or health problems that distract from studies and interfere with concentration.

OUR MIDDLE GRADE PROGRAM

MISTLETOE STEM INSTITUTE: Mistletoe was the first school in Shasta County to offer cutting-edge STEM to all of our 6-8 students to prepare them for leadership in tomorrow's job market. STEM is an acronym that refers to the integration of the academic disciplines of Science, Technology, Engineering, & Math. Students explore robotics, jet propulsion, genetics, hydraulics, electricity, environment, geology, and other areas. In the process, they encounter realistic problems, conduct research, and then design, test, and evaluate their projects to arrive at solutions.

Why STEM?

- ❖ Students who participate in STEM coursework are better prepared for college admission.
- ❖ STEM industries are the fastest growing segment of the job market.
- ❖ STEM-related careers account for the highest paying jobs available.
- ❖ Students with a degree in a STEM-related field will pay off their college loans faster than any other major.
- ❖ STEM fields offer the best opportunity for pay equity between men and women.



ELECTIVE COURSE OFFERINGS

The purpose of Mistletoe's elective program is:

- ❖ To create a diverse opportunities that are interactive and meaningful in order that students discover their strengths, interests, and talents
- ❖ To allow students to experience an increased sense of connection and leadership within a community
- ❖ To support the uniqueness of a middle grade student who is naturally developing independence and a greater sense of personal responsibility.

The common characteristics of all elective themes are:

- ❖ Strong articulation with the high school programs
- ❖ Peer mentoring
- ❖ Frequent community guest speakers and/or community involvement
- ❖ From practice to a significant, meaningful performance
- ❖ ‘Teacher as Facilitator’ model of student learning, discovery-oriented, learning occurs together

Digital Photography: Learn proper posing, lighting, and composition of quality photography as well as photo editing processes. Students must have access to a digital camera or smart phone and show responsibility about using phones during the class.

Study Skills: The purpose of this elective is to provide extra support to students with class and homework assignments during the school day and to build academic and organizational skills on the path to becoming more independent learners.

Band: Band students participate in an instrumental performing group in this year-long elective. There are no auditions, but a student and family handbook is signed at the start of the year to promote the commitment needed to create an instrumental music community. At least two concerts are given throughout the year. Students learn to play a wind or percussion instrument individually and as part of small and large ensembles. Instruction focuses on music literacy, proper technique, and individual and corporate artistry.

Art: The purpose of this class is to provide students with the opportunity to make connections through personal expression between visual arts, other disciplines, and daily life. Students will understand and apply elements (line, color, shape, form, texture) and principles of art through a variety of media and techniques. Students will make the connection that math, writing, reading, and critical stance are connected to the visual arts. A \$5.00 donation will be asked of each student per trimester as a means to allow students to work in smaller learning groups with their own materials.

WEB: This year-long elective is a citizenship class that focuses on building character, leadership, decision-making, and organizational skills and responsibility through service learning activities. Participants will build character and community at Mistletoe and beyond! Students must participate in a selection process to be involved in this class; attendance, participation, and academic eligibility requirements must also be met. In order to prepare for the many student-led activities, additional training will be provided outside of the class.

Teacher’s Aide: The purpose of serving as a Teacher’s Aide (TA) is to help students experience leadership through role modeling to younger students under the guidance of office staff or a classroom teacher. The role of a TA is to assist office staff or teachers as needed, whether it includes helping with bulletin boards, tutoring younger students, helping to organize materials for class activities, filing paperwork, or various other duties as assigned. The numbers of TA positions available varies according to need on a trimester basis. This opportunity is available to students who have established a positive pattern of personal responsibility with regards to their academics, as well as the ability to get along with adults and peers.

Recreational Games: Delve deeper into the world of personal fitness and nutrition. Students will engage in an increased level of challenge for the purpose of developing lifelong personal health and fitness habits.

Media Arts: Students engage in hands-on production videos with positive school messages and school news.

TECHNOLOGY

To prepare students to compete in a technological world, the district has implemented cutting-edge applications of technology to enhance in-depth learning and promote innovation. All of our students have access to Chromebooks in the classroom. Every classroom also utilizes InterWrite technology as an additional tool for teaching and learning. Students are able to use technology to collaborate on projects through shared applications. All students receive instruction in appropriate digital citizenship and Internet safety.

ACADEMIC SUPPORT PROGRAMS AND SERVICES

ACADEMIC INTERVENTION SERVICES: Any student observed to be performing below grade level in the areas of math and/or language arts is eligible to receive intervention support, which is provided within the daily routine of the classroom, through pullout programs, additional instructional support in the classroom, and/or extended day intervention. The services are specifically targeted to the needs of the individual child. Progress is monitored closely in order that success is attained; adjustments are made accordingly. If a child is eligible, the parent will be notified of such services and informed as to the type and length of support offered.

FLEXIBLE SCHEDULING: Ability grouping within grade-levels allows for targeted assistance where each child's skills are concerned. Flexible scheduling enables students who may need extra help to engage in research-based academic interventions aligned with high standards. Additionally, students demonstrating advanced skills in the areas of reading and math may be afforded the opportunity to enrich their learning.

LIBRARY SERVICES: Our library is open Monday-Friday. Students learn library skills through visits to the school library where they select stories to read, research information for class projects, or complete writing assignments. Parental permission is required for students who wish to check out Young Adult materials, take any library books home, and use the Internet. Please review and complete the forms sent home with your child.

General Library Information

- ❖ Books are checked out for a two-week period and may be renewed.
- ❖ If a book is damaged, show/inform the librarian.
- ❖ If a book is lost or damaged beyond repair, the borrower is responsible for replacement costs.
- ❖ All books are marked to indicate interest level by grade, which supports students in identifying books appropriate to their Accelerated Reader goals. These sections are based on the Accelerated Reader Program. The interest level shows the grade level for which the book is most appropriate: LG (lower grades, K-3), MG (middle grades, 4-8), or UG (upper grades, 9-12).
- ❖ There are two fiction sections for 6-8 grade students to check out Young Adult books. The 6-8 grade books have been coded as follows:
 - IF – Intermediate fiction, 4-8 grade interest level
 - JH – Junior High fiction, 6-8 grade interest level.
- ❖ Some of the books in the junior high section have a YA label on them which indicates that the contents are under UG (upper grades).

STUDENT SUPPORT SERVICES AND PROGRAMS

STUDENT STUDY TEAM (SST): A Student Study Team (SST) is an efficient and effective way to bring together all resources in the best interest of helping students. The team may consist of a special education teacher, classroom teachers, the school psychologist or counselor, the parent, and the administrator. When appropriate, the student will also attend. Students are most successful when there is a cooperative effort between parents and school personnel in a spirit of shared responsibility. The SST meets at the school to explore and problem-solve, in order to help and support students having difficulties in class. The team is a problem solving body that can help define the needs of the students and school, and help translate those needs into a plan of action.

SCHOOL COUNSELOR: A counselor is on site to provide additional support to students as needed. Parent permission must be obtained in order for students to receive counseling services. School counseling is designed to be a short-term reinforcement (not in-depth therapy) in order to help students develop tools to negotiate and cope with particular challenges they may be facing.

SECOND STEP CURRICULUM: Second Step is a violence prevention curriculum designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socio-emotional competence and other protective factors. Group discussion, modeling, coaching, and practice are used to increase students' social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting. The program's lesson content varies by grade level and is organized into three skill-building units covering the following.

- ❖ Empathy – teaches children to identify and understand their own emotions and those of others.
- ❖ Impulse Control and Problem Solving – helps children choose positive goals, reduce impulsiveness, and evaluate consequences of their behavior in terms of safety, fairness, and impact on others.
- ❖ Anger Management – enables children to manage emotional reactions and engage in decision-making.

LOVE AND LOGIC (www.loveandlogic.com): Love and Logic, a philosophy espoused by Dr. Charles Fay, is a way of working with children that puts parents and teachers in a positive position of reasonable control, teaches children to be responsible, and prepares children to live in a world with many choices and consequences. Staff have been trained in these principles and parents are offered this program in a series of classes throughout the year. Respect and dignity for self and others is emphasized. Classes are taught by individuals who have received training on Love and Logic.

AFTERSCHOOL COMMUNITY EDUCATION PROGRAM (ACE)

Mistletoe provides an after-school program for students in grades K-6, designed to provide fun activities, clubs, and homework help until 5:30 p.m. ACE Coordinators communicate regularly with parents and teachers regarding academic progress of students. Students can participate in cooking activities, field trips, music instruction, crafts, and other activities.



ARRIVAL AND DISMISSAL EXPECTATIONS

Students should not be on campus after school hours unless they are under the pre-arranged supervision of a staff member (e.g., athletic practice) or participate in the after-school program (A.C.E.). If students are participating in an extra-/co-curricular activity that does not begin immediately after school, the student must go home and return to school at the appropriate time for the activity to begin. Parents are responsible for making sure students follow this requirement. There is no after school supervision available for students waiting for an activity to begin without being enrolled in the ACE program.

Please drop off and pick up students only in designated areas of the parking lot. Thank you for not blocking the bus lanes or other vehicles while dropping off or picking up your student, and **NEVER LEAVE YOUR VEHICLE UNATTENDED** unless parked in a designated parking spot.

Mistletoe is a closed campus. No student may leave the school grounds at any time during the school day without being signed out by someone authorized on the student's emergency card. This authorized individual **MUST** sign the student out in the office or health office. We appreciate your cooperation in this matter as we strive to ensure student safety.

RESPECT AND SCHOOL PRIDE

SCHOOL SAFETY PLAN: In accordance with EESD Board Policy, Mistletoe School has a comprehensive School Safety Plan. The plan is reviewed annually with the School Site Council and practiced regularly to ensure the safety of all students and staff should an emergency arise. Our School Resource Officer and school administration work together to practice designated drills. Parents can support the safety of our students by instructing their children to obey the directions of their teachers, yard duty supervisors, office and support staff, bus drivers (if riding), and administrators. All visitors are required to sign in at the front office and obtain a visitor's pass. Copies of our safety plan may be obtained from the main office.

STUDENT CONDUCT: The Mistletoe staff believes that all students can and will make positive choices when properly supported. The staff acknowledges the importance of promoting and supporting appropriate and positive student behavior that contributes to the maintenance of a safe and orderly learning environment which includes positive recognition for achievement of expected behavior. Progressive discipline (see pages 9-10) uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors, and build on those strategies to develop positive behaviors. It also takes into account the previous discipline history of the student and all relevant factors, including mitigating factors. The Discipline Matrix groups infractions into three levels based on the severity of the infraction and each violation of the code may have from one to three levels of consequences. In all cases administrative discretion will be exercised. For students with special education needs, interventions, supports, and consequences are consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan.

BEHAVIORAL EXPECTATIONS—CHARACTER COUNTS!: Behavioral expectations are centered on 6 primary character traits taught and reinforced throughout the year. These traits are designed to support students in becoming productive citizens and are integrated throughout the academic, arts, and sports programs and rallies. High-energy character rallies are held during the school year and tailored for K-2, 3-5, and 6-8 audiences. Student WEB leaders reinforce a positive message about our adopted character traits through skits, videos, music, and fun challenges. Weekly *Character COUNTS!* awards, and trimester character awards are means by which students receive ongoing positive recognition for their efforts to achieve school-wide behavioral expectations.

- ❖ Responsibility: Do what you are supposed to do. Plan ahead. Persevere: Keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act – consider the consequences. Be accountable for your words, actions, and attitudes. Set a good example for others.
- ❖ Respect: Treat others with respect; follow the Golden Rule. Be tolerant and accepting of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults, and disagreements.
- ❖ Caring: Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.
- ❖ Trustworthiness: Be honest. Don't deceive, cheat or steal. Be reliable – do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal – stand by your family, friends, and country.
- ❖ Fairness: Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others carelessly. Treat all people fairly.
- ❖ Citizenship: Do your share to make your school and community better. Cooperate. Get involved in community affairs. Stay informed. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment. Volunteer.

MISTLETOE SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do?
Walkways	<ul style="list-style-type: none"> • I walk quietly with my hands at my side • I keep my hands to myself • I respect the personal space of others • I keep walkways clean and pick up litter • I always stay on the walkways
Bathrooms	<ul style="list-style-type: none"> • I leave the bathroom neat for the next person • I flush the toilet and wash my hands • I use only the paper towels I need and throw them away • I take appropriate bathroom breaks • I respect the privacy of others • I keep food & drinks out
Playground	<ul style="list-style-type: none"> • I include everyone in games and play safely • I follow the rules of the game and take turns • I am respectful of yard supervisors and others • I stop playing when I hear the whistle • I throw away my trash and put equipment away • I keep my hands/feet to myself
Assemblies	<ul style="list-style-type: none"> • I walk into the gym quietly with my class • I wait patiently for the assembly to start • I am aware of others and give personal space • I am a polite audience member • I follow the time-out signal
Arrival/ Dismissal	<ul style="list-style-type: none"> • I stay in my designated, supervised area • I arrive after 7:30 or wait on benches by library/cafeteria/playground if early • I get picked up after school within 15 minutes or call home from office
Pick-up/Drop-off Areas & Parking Lot	<ul style="list-style-type: none"> • I always walk • I have an adult with me to go into the parking lot • I wait safely away from the curb • I am ready so I can get in/out of car quickly • I get in/out of the car door next to the curb • I wait patiently in line until an adult tells me to board the bus

Cafeteria	<ul style="list-style-type: none"> • I raise my hand to be dismissed (K-5) • I use an inside voice • I clean up after myself • I eat only <i>my</i> food and obey peanut-free zones • I say “please” and “thank you”
Computers	<ul style="list-style-type: none"> • I practice digital citizenship • I treat equipment with care • I carry the Chromebook with two hands • I use my Chromebook as a tool to learn
Library	<ul style="list-style-type: none"> • I treat books and equipment with care • I enter quietly and only when an adult is present • I am respectful and quiet • I use good manners
Main Office	<ul style="list-style-type: none"> • I enter quietly and wait patiently • I use “please” and “thank you” • I limit my visit to one or two people at a time

DRESS CODE: It is the responsibility of the District to ensure an environment that promotes learning. Students must be neat, clean, well-groomed, and ready to learn. Clothing and hairstyles must be appropriate and not interfere with instruction. In the best interest of children and the school, students must adhere to the following:

- ❖ Clothing shall cover undergarments and torso at all times and may not have holes or rips above the mid-thigh.

- ❖ Garments may not be too tight or too revealing.
- ❖ Dresses and skirts shall be at least mid-thigh in length.
- ❖ Shorts must have a minimum 3” inseam.
- ❖ Pajamas are allowed only on designated spirit days or special events planned by school administration.
- ❖ Safe footwear must be worn at all times and allow for participation in PE. Flip flops, shoes without a back strap, and skate shoes are not permitted.
- ❖ Hats may be worn outdoors for sun protection or warmth.
- ❖ For safety reasons, hanging chains, spiked belts/wristbands, or sharp, heavy jewelry are not permitted.
- ❖ No clothing, jewelry or personal items that bear statements or pictures that are disrespectful, obscene or profane, advocate illegal, sexual, or violent behavior, or refer to death, alcohol, tobacco, or other drugs, violence, racism, gang-related, or make sexual innuendos will be allowed.
- ❖ Face painting, unnatural hair coloring, or body piercing that cause a disruption or safety concern are not allowed. Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are being violated and ultimately a distraction or potential distraction to the learning environment at school.

**GO
BULLDOGS!
Let's have a
great year!**



PROGRESSIVE DISCIPLINE PLAN

MISTLETOE CORE BELIEFS ABOUT STUDENT DISCIPLINE:

- ❖ Every attempt should be made to maintain the dignity of both the adult and the student.
- ❖ Students should have the opportunity to tell their side of the story (due process) when consequences appear to be unfair.
- ❖ Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
- ❖ There should be a logical connection between misbehavior and resulting consequences.
- ❖ Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

PREVENTION STRATEGIES: Prevention strategies are those designed to promote healthy relationships and appropriate behaviors. At Mistletoe, those include Second Steps, Love and Logic, *Capturing Kids' Hearts* principles, school-wide bullying prevention education, and implementation of the *CHARACTER COUNTS!* program. We also consider our student recognition program as an essential prevention strategy as it serves to reinforce positive expectations.

EARLY AND ONGOING INTERVENTION: Use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviors. Early strategies provide students with appropriate support where required and result in an improved school climate. Such classroom strategies include contact with parents, detentions, verbal reminders, review of expectations, loss of a special classroom activity, and/or an additional work assignment that includes a learning component. Ongoing interventions may also be required for some students to help sustain and promote positive behaviors and to address underlying causes for the inappropriate behavior. Ongoing interventions may include teacher/administrator meetings with parents, volunteer service to the school community, a referral to Peer Court, peer mentoring and/or a referral to counseling.

IN-SCHOOL OPTIONS: Specific alternatives used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions which dictate logical consequences and assist students as they work to improve behavior. Alternatives serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, mentor services, SsT referral, teacher/parent/administrator student conference (Student Study Team/SST referral), request for intervention by outside agencies (e.g., Shasta County Peer Court), parents' attendance at school with student, in-school supervised suspension, letter or verbal apology to the teacher/class/classmate (where appropriate), restorative measures and/or programs (e.g., restitution), repair/compensation for damages, behavior contract, law enforcement discussion with student/parents, conflict mediation, campus beautification, time-out, mentoring by an older peer or adult, anger management education, Saturday School, referral to the School Attendance Review Board (SARB), or placement in an alternative educational setting (e.g., Community Day program, Independent Study) when necessary.

CLASSROOM RULES AND PROCEDURES: Teachers employ classroom management procedures for the purpose of supporting and maintaining a safe and productive learning environment for all students. Teachers may refer students to administration for discipline purposes as needed, in which case the following Discipline Matrix will be applied as appropriate.

PROGRESSIVE DISCIPLINE MATRIX

In all cases administrative discretion will be exercised.

(NOTE: ISS = In School Supervised Suspension; OCS = Off-Campus Suspension; SST = Student Study Team)

LEVEL I EARLY AND ONGOING INTERVENTION RESPONSE INCLUDES PRIOR IMPLEMENTATION OF CLASSROOM INTERVENTIONS.			
BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Disruptive Behavior	Detention or campus beautification duty Parent Notification	2 detentions and/or loss of school activity privileges Parent Notification	Saturday School and/or may be suspended from participation in activities/athletics for extended period of time; Parent Notification; Behavior Contract; Referral to counseling; Parent attends class with student. (4 or more offenses is defiance of school authority and will result in suspension)
Bus disruptions (see rules in District Handbook)	Verbal Warning	1st Written Conduct Report Parent Notification	2nd-3rd Written Conduct Report student will be denied bus riding privileges for designated period of time; Parent Notification. (4th offense will result in loss of bus privileges for remainder of year)
Dress Code Violation (see specific guidelines in District Handbook)	Verbal warning Counseling on appropriate dress code standards Modification of clothing to meet standard Parent Notification	Detention and/or campus beautification duty Modification of clothing to meet standard Parent Notification	Saturday School; Modification of clothing to meet standard; Parent Notification. (4 or more offenses is defiance of school authority and may result in suspension)
Public Display of Affection (PDA)	1 lunch detention or campus beautification Parent Notification	2 detentions and/or loss of school activity privilege Parent Notification	Saturday School Parent Notification. (4 or more offenses is defiance of school authority and will result in ISS or OCS suspension)
Unexcused Tardy	1-3 tardies in a trimester Teacher Discretion	3 tardies in a trimester Detention Parent Notification	6th tardy and each thereafter in a trimester may result in a referral to Saturday School

**LEVEL II OFFENSES REQUIRING IMMEDIATE INTERVENTIONS
EXCEEDING VIOLATIONS OF CLASSROOM RULES**

BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Cheating or plagiarism (Academic honesty)	Zero on assignment and/or Redo assignment Parent Notification	Zero on assignment, Redo, May be suspended from participation in activities/athletics for extended period of time; Saturday School; Parent Notification.	Zero on assignment; Redo assignment; Saturday School; Suspend from activities/athletics for extended period of time; Notify parent.
Truancy	Detention or Saturday School; Parent Notification. SAT and/or SST.	Saturday School; 1st Attendance/Behavior Letter; Referral to counseling. Parent Notification.	ISS; 2nd Attendance/Behavior Letter; Referral to SARB; Parent Notification.
Hands on/ Rough-housing	1-2 day detention Parent Notification	2 days detention and/or referral to after-school; may be suspended from participation in activities/athletics for extended period of time; Parent Notification; Behavior Contract; SAT and/or SST Team	1 day ISS or Saturday School; Loss of school activity privilege; Parent Notification.
Bullying/ Habitual badgering or intimidating behavior	Referral to social skills group; Saturday School; Loss of school activity privilege; Parent Notification.	1-3 days ISS or OCS; Notify parent; SAT and/or SST; Behavior Contract; Behavior Letter #1; May be suspended from activities/athletics for extended period of time; May be referred to Law Enforcement.	3-5 days OCS; Notify parent; Peer Court (grade 6-8 only); Suspension from activities/athletics for extended time; Refer to Law Enforcement and/or SARB; Behavior Letter #2.
Technology Use Violation	Teacher/Administrator discretion. Parent Notification.	Loss of privileges for remainder of the year. Notify parent.	1 day off-campus suspension.
Insubordination, defiance of authority or showing disrespect	Detention; Loss of school activity privilege; Referral to counseling; Parent Notification.	1-2 days ISS or Saturday School Combination; Parent Notification; Care Team and/or SST; Suspended from participation in activities/athletics for extended period of time; Behavior Contract; Behavior Letter #1.	(Continued offenses is repeated defiance of school authority and will result in off-campus suspensions, 48900 (k)) Behavior Letter #2. Referral to SARB.
Cell Phones – require signed Parent Permission Form (see District Handbook)	With parent permission form and improper use, confiscation of cell phone. Student may pick up at the day’s end. Without parent permission form, may lose cell privileges. Notify parent. Other consequences may apply at administrator discretion, depending on circumstances.	Cell phone will be confiscated for parent pick up. Additional consequences will be applied at administrator discretion.	1-3 OCS Suspension for Defiance of Authority Cell phone will be confiscated for parent pick-up. Cell phone privilege may be revoked.
Possessed inappropriate materials (toys, electronics, explicit materials)	Confiscate for parent pick-up	Pick up after nine weeks; Parent notification.	Hold until end of school year; Parent Notification.

LEVEL III OFFENSES RESULTING IN SUSPENSION AND/OR EXPULSION

Level 3 offenses are suspendable or expellable offenses according to Education Code. These include, but are not limited to fighting, possession and/or brandishing a weapon, possession of a firearm/imitation firearm, possessing and/or selling and/or being under the influence of a controlled substance/alcohol/ intoxicant (tobacco included), possession of drug paraphernalia, assault or battery, theft/robbery, damage to school property, bullying and electronic bullying, hazing, obscene act/habitual vulgarity, hate violence, and disruption of school activities. For a complete list, please see the principal for a copy.

Harassment and Bullying: Harassment and bullying are major distractions from learning. Bullying is defined as the act of one or more individuals intimidating one or more person through verbal, physical, mental, written, or electronic (“cyberbullying”) interactions. Bullying can create unnecessary and unwarranted anxiety that can affect student attendance, playing in the school yard or recreation areas, participating in or attending extra or co-curricular activities, or riding on the bus to and from school each day.

Racial, ethnic, religious, sexual, or disability harassment is any unwanted physical or verbal attention directed toward any person or persons that makes an individual feel inferior or uncomfortable. This attention may include racial, ethnic, religious, or sexual comments, name-calling, jokes, gestures, and/or graffiti.

- ❖ Students are strongly encouraged to take action if they observe it - “If you see something, say something.”
- ❖ Students should report harassment or mistreatment by speaking to a teacher, counselor, or administrator, and students may do so confidentially.
- ❖ Students are asked to immediately report any inappropriate graffiti on desks, walls, or bathrooms so that it can be removed.
- ❖ Students who feel that they have been a victim of any form of harassment are asked to immediately report it to a teacher, counselor, or administrator.





EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Participation in extra and co-curricular activities at Mistletoe is strongly recommended. Research has shown a direct correlation between participation in school activities and positive academic grades and attendance. Within the programs offered at Mistletoe are opportunities that extend beyond the classroom and further support the social-emotional, physical, and intellectual development of children and adolescents.

MUSIC PROGRAM: The Mistletoe Bulldog Music Program exists to expand the minds, talents, and experiences of Mistletoe's students. We seek to cultivate, educate, and nurture the creativity of our students through performance excellence, musical literacy, music history, and exposure to a wide variety of musical styles and genres. The ultimate goal of the program is to encourage our students to develop a lifelong passion for, and participation in, music.

VISUAL ARTS ELECTIVE CLASS (Grades 6-8): The purpose of this class is to provide students with the opportunity to make connections through personal expression between visual arts, other disciplines, and daily life. Students will understand and apply elements (line, color, shape, form, texture) and principles of art through a variety of media and techniques. Students will make the connection that math, writing, reading, and critical stance are connected to the visual arts.

ART CLUB: Check out your creative side! This after-school club is offered to students in grades 3-8, providing the opportunity to engage in many art mediums while exploring various techniques. Activities will include painting, drawing, sculpting, pastels, group projects, and more!



SAFETY PATROL: Students in grades 4-5 may apply for this special responsibility to assist in an orderly dismissal by being staged at various spots on campus and around our parking lot. Under the supervision of their advisor, they work diligently as ambassadors of our safety rules.

ODYSSEY OF THE MIND: Are you looking to challenge your problem-solving and creativity? This club, open to all grade levels, utilizes teamwork to develop creative solutions to a predefined problem. Those solutions are then presented in an area spring competition with other area schools' teams.

STUDENT GOVERNMENT ACTIVITIES – Associated Student Body (ASB): The mission of our ASB program is to promote and support leadership development through orchestrating and implementing a comprehensive student activities program. Our school program participates in the California Activities Directors Association (CADA) organization, which includes providing students with opportunities to develop their skills as student body participants plan and execute various activities throughout the year including assemblies (spirit week), fundraisers, school dances (held 3 times/year), and community events (Pennies for Patients). Student Council officers are elected in the fall. To run for office, a student must maintain a

2.0 or higher G.P.A., maintain good attendance, and demonstrate good citizenship. Student Council officers meet regularly with their advisor; meetings are typically during lunch or after school.

MISTLETOE STUDENT LEADERSHIP (WEB): WEB (where everyone belongs) is a 6th grade transition program facilitated by student leaders, WEB Leaders, who are 8th grade students. The WEB Leaders receive training in team building activities, cooperative skill development, and discussion skills. Each of these WEB Leaders then works with a small group of 6th graders by orienting them to the middle school, and staying in touch with them throughout the year. They serve as motivators, and role models while helping to create a sense of comfort about the transition into middle school. The WEB program also develops and conducts our trimester character assemblies, and engages in community service activities amongst other leadership based opportunities. Mistletoe's students leaders have been formally recognized by local public agencies and organizations for their commitment to community service.

ATHLETICS/SPORTS: The sports program is an extension of the classroom as it is a laboratory for learning in the areas of teamwork and sportsmanship. Our goal is to have every student athlete enjoy a positive experience in our program, while developing competitive teams.

❖ **K-5 Sports Program Offerings (open to all K-5th grade district students)**

Cross Country	4/5 Girls Basketball
4/5 Coed Soccer	4/5 Boys Basketball
4/5 Girls Softball	4/5 Boys Softball

❖ **League Sports (open to 6-8th grade students)**

Co-ed Soccer	Cross Country	Track and Field
Girls Winter Soccer	A/B Volleyball	Flag Football
A/B Girls Basketball	Softball	
A/B Boys Basketball	Baseball	



ATHLETIC HANDBOOK

(Applies to All League Sports)

PHILOSOPHY OF STUDENT ATHLETICS: Mistletoe School recognizes the importance of athletics as an integral component of a student's complete educational development. As such, we believe that all students should have an opportunity to participate in some form of interscholastic athletics and that such participation should encourage positive scholastic and social growth and achievement. All participants and teams will represent the school and community in a positive manner and will reflect the dedication and hard work

that will be required to compete and be successful. Success will not be measured by records that are achieved by teams or individuals, but rather by the knowledge that each participant gave his/her best effort and prepared for a contest to the best of his/her ability. Mistletoe School recognizes that an effective athletic program is the product of responsible cooperation among the student-athlete, the coaching staff, the parents, and the administration.

PROGRAM GUIDELINES

SPORTSMANSHIP: Participation in the athletic program requires adherence to the highest standards of good sportsmanship. Aspects of good sportsmanship include ensuring fairness in completion and exhibiting respect for the people and institutions associated with athletic contests. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and they must conduct themselves, on and off the court/field, as positive role models who exemplify good character.

GENERAL BEHAVIOR: Unsportsmanlike conduct (e.g., profanity, throwing of equipment, or any similar displays) and disrespect to any person or institute will not be tolerated. Athletes accept responsibility for their actions both on and off the court/field. An athlete's language and behavior should not embarrass him/herself, the team, the school, the district, or the community. Defiant behavior and back-talk toward any coach, school official, or game official will also not be tolerated. Violations of the school's behavioral expectations may result in benching and/or suspension or termination of the participation privilege and is within the sole discretion of the school administration.

SCHOOL/TEAM ATTENDANCE: Attending all classes is a high priority for all student-athletes. Students must attend 50% (minimum) of the school day, excluding lunch, in order to participate in practice or games that day (Doctor's appointments excluded). An athlete must be present at all practices and games except for illness and family emergencies. Each athlete is personally responsible for notifying his or her coach prior to an absence whenever possible. An unexcused absence from practice or a game may result in a limitation or suspension of playing time. A pattern of unexcused absences from practices and/or games will ultimately result in the athlete's removal from the team.

ACADEMIC ELIGIBILITY: The Enterprise Elementary School District and Mistletoe School staff's educational philosophy is built on the tenets that education must address the whole person as a physical, intellectual, emotional, and social being. The athletic program offers a valuable opportunity for students to develop their talents and abilities outside of the classroom. We expect our student-athletes to develop a broader understanding of teamwork, character, and sense of personal responsibility. Our athletes must act as exemplary role models for their peers and represent our school with pride and dignity. Participating in extracurricular activities is a privilege, not a right. Our athletes will demonstrate a high level of academic and behavioral performance. In order to maintain eligibility, each athlete must adhere to the following criteria:

1. Maintain a minimum 2.0 grade point average (GPA) with no F's in their overall academic program.
 - a. Official grade checks will coincide with progress reports. If a student-athlete is ineligible, he/she will be placed on a two-week probationary period which will begin two days after the initial grade check (e.g. If grade check occurs on Monday, then ineligibility begins Thursday). During the time of ineligibility students may participate in practices at the coaches discretion. Student athletes may be reinstated as an eligible team player after the first week of probation if their grade(s) and/or GPA changes to meet standard; student athletes have through the second week of probation, however, to work on meeting standards towards reinstatement as an eligible team player. If the standard is not achieved following the two-week probationary period, then the student-athlete will no longer be eligible for athletic participation for the remainder of the sport season.
2. Meet standards of satisfactory citizenship in and out of the classroom throughout the school day. As previously stated under General Behavior, unsportsmanlike conduct (e.g. profanity, throwing of equipment or any similar displays of immaturity) and disrespect to any person or institution will not be tolerated. Athletes accept responsibility for their actions both on and off the court/field. An athlete's language and behavior should not embarrass him/herself, the team, the school, the district, or the community. Defiant behavior and back-talk toward any coach, school official, or game official will also not be tolerated.
 - a. Violations of the school's behavioral expectations may result in benching, the suspension or termination of the participation privilege and is within the sole discretion of the school administration.
 - b. Players receiving technical fouls or yellow/red cards for disrespectful or unsportsmanlike conduct will be benched for the remainder of the game and not start in the following game/event. Any further disciplinary action for this

offense will be at the discretion of the coach. Further fouls of this nature will be reviewed by the coach, Athletic Director, and administration and could result in dismissal from the team.

3. Athletes are expected to make a season-long commitment to the team. Attendance at all practices and games is mandatory except for illness or family emergencies. A pattern of unexcused absences from practice and/or games can result in the athlete losing playing time and eventually being dismissed from the team. Further, students must attend practice the day before a game and attend 50% of the school day on a game day to be eligible to play.

UNIFORM AND EQUIPMENT CARE:

- ❖ Each player and his/her parent are responsible for the storage and care of their uniform(s). Each uniform that the school is responsible to provide will be formally issued to each player. Players are responsible for the replacement of a lost or damaged uniform.
- ❖ All equipment will be inventoried, numbered, and checked out by the coaches under the direct supervision of the Athletic Director.
- ❖ Students are responsible for the security of their equipment and uniforms. In some cases, particularly with game uniforms, the replacement fee may be higher than the original purchase price because special processing and printing may be required to duplicate the uniform.
- ❖ Students are expected to turn in the same piece(s) of equipment checked out to them.
- ❖ Equipment should be returned in the same condition as it was received. Equipment and uniforms should be cleaned and washed before being returned. Students are expected to make arrangements to have torn or ripped clothing repaired prior to turning it in.
- ❖ All equipment must be returned within one week of the last game.
- ❖ Students must return and pay for all equipment before they can practice or participate in another sport.
- ❖ Students who leave a team prior to the end of the season must turn in their equipment and uniform within one week.



PARENT GUIDELINES: The role of the parent in the education of a student is crucial. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school and in life. There is a value system – established in the home, nurtured in the school – that young people are developing. Their involvement in classroom another activity contributes to that development. Respect, responsibility, compassion, and integrity are lifetime values taught through athletics. These are basic principles of good sportsmanship and character. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of results.

As a parent/guardian at Mistletoe, you can help your student-athlete by:

- ❖ Promoting a healthy lifestyle;
- ❖ Realizing that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of the game;
- ❖ Encouraging all of our student-athletes to do their best, just as we would their classwork;
- ❖ Participating in positive cheers that encourage student-athletes – discourage any cheers that do not reflect positive character and good sportsmanship, including those that taunt and intimidate opponents, their fans, and officials;
- ❖ Learning, understanding, and respecting the rules of the game, and the officials who administer them;
- ❖ Respecting the task that our coaches face as teachers, and supporting them as they strive to educate our youth. PLEASE do not approach a coach following a game if you need to discuss his/her decisions and/or strategies. Wait until the following school day at a more appropriate time to discuss your concerns;
- ❖ Understanding that playing time is at the discretion of the coach. Though our coaches care about developing each individual athlete and their skills, he/she will almost always make a decision based upon what is best for the TEAM not individuals in game situations;
- ❖ Respecting our opponents as student-athletes, and acknowledge them for striving to do their best; and,
- ❖ Developing a sense of dignity and civility under all circumstances.

You can have a major influence on student's attitude about academics and athletics. The leadership role you take will help influence your child and our community well into the future.

Violations of the above parent/guardian guidelines could result in one or more of the following: a warning, removal from a venue, suspension from events, or further discipline to be decided by administration.

****SEE SPORTS HANDBOOK FOR ADDITIONAL INFORMATION****



The Mistletoe staff believes that providing a family-like environment strongly connected to our parent community is fundamental to the ongoing support and development of each student. With strong relationships intact, children have the freedom to discover and enjoy the process of reaching their fullest potential. It is with great commitment, hard work, and support from our entire school-community that we nurture our vision for Mistletoe students. Furthermore, research overwhelmingly supports the power of schools, families, and community groups working together to support student learning. Results show that children tend to do better in school, stay in school longer, and like school more when this partnership exists.

SCHOOL SITE COUNCIL (SSC): The Mistletoe Site Council is composed of parents, teachers, classified staff, and administration. The purpose of the council is to assist in overseeing our Single Plan for Student Achievement, the Safe School Plan, as well as to provide input into our school improvement activities. Site Council meetings are held four or more times during the school year.

MISTLETOE PTO: The PTO works to support many different activities at Mistletoe. All parents are encouraged to attend the monthly meetings. PTO orchestrates many memorable fundraising events, such as the annual Family dance, Back to School BBQ, Easter Egg Hunt and Halloween Festival.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC): The English Language Advisory Committee is composed of parents and staff at Mistletoe dedicated to supporting the success of ELL students. The ELAC meets at various times throughout the school year; all parents are invited to attend from both English Learning families as well as English-Proficient families. ELAC meetings focus on issues of concern to EL families, as well as advising the school on English Learner needs and recommendations for improvement of the EL program. Parents are encouraged to get involved in their ELAC team.

PARENT VOLUNTEERS: Parents are always encouraged to participate in their child's education in a variety of ways. Opportunities range from assisting in the classrooms, correcting papers, preparing materials, assisting with fundraisers, to chaperoning field trips. Ask your child's teacher or inquire in the main office if you would like to help out at Mistletoe School!

IMPACT MENTORS: Trained community members can be paired with individual students to meet weekly for the purpose of helping them gain confidence and overcome obstacles in order to reach their potential.



HOME-SCHOOL COMMUNICATIONS

DAILY COMMUNICATION: Parents who wish to contact teachers may do so by calling the school, sending an email, or visiting the classroom during an established meeting time or after school. We ask that our parents support our teachers in maintaining quality instruction time by not attempting to visit classrooms during the school day without prior approval from the teacher or administration. Unless it is an emergency, phone messages will be taken to reduce interruption of instructional time throughout the school day. Teachers may be contacted via email using the first letter of their first name, then last name @eesd.net. Our website, mistletoe.eesd.net, is a great way to stay informed of important school news and schedules!

PARENT/TEACHER CONFERENCES: Two parent/teacher conference times are scheduled during the school year. These conferences are held in November and again in March. Minimum days are scheduled during each of the conference weeks. Communication between home and school helps to ensure your child's academic success. Please contact the teacher if you have any concerns anytime during the school year.

SCHOOL AND CLASSROOM NEWSLETTERS: A school newsletter, which provides information about upcoming events, schools happenings, and other school news and important information, is uploaded onto our web page on a monthly basis. Please also look for classroom information sent home more frequently from your child's teacher or on the class website. Depending upon the grade level, classroom newsletters are generally sent on a weekly basis.

SCHOOL MESSENGER PHONE SYSTEM: As a part of our communication system with parents, the Enterprise Elementary School District uses the SchoolMessenger system. The SchoolMessenger system allows the superintendent or principal to send information that is time sensitive and relevant to the safety and education of students in our school. During the school year, you will receive weekly school messages related to upcoming parent nights, academic events, and reminders, such as early release days. If your phone number changes please let your child's school know the change in a timely manner.

FIND OUT MORE ON OUR SCHOOL WEBSITE: mistletoe.eesd.net

Important information such as the cafeteria menu, daily schedule, the monthly newsletter, and sports schedules can be accessed on our website.



2022/2023 DISTRICT HANDBOOK FOR PARENTS, GUARDIANS, AND STUDENTS

www.eesd.net • 1155 Mistletoe Lane, Redding, CA 96002
Phone: 530-224-4100 Fax 530-224-4101

Alta Mesa • Boulder Creek • Lassen View • Mistletoe • PACE Academy • Parsons
• Redding Collegiate Academy • Rother • Shasta Meadows

PARENTS/GUARDIANS

PLEASE COMPLETE ALL OF THE START OF THE YEAR FORMS LOCATED IN THE
[**POWERSCHOOL PARENT PORTAL**](#)

A MESSAGE FROM THE DISTRICT

Dear Enterprise Elementary School District Families:

We are grateful that you have entrusted us with your child at our award-winning schools and outstanding teachers and staff members. Thank you for choosing Enterprise Elementary School District!

This Handbook for Parents, Legal Guardians, and Students for the 2022-2023 school year provides helpful information including District programs, policies, and contact information.

In order to generate a cost savings, we are again combining the Enterprise District Handbook and the Rights of Parents, Legal Guardians, and Students Booklet, which provides information concerning state and federal laws that affect you and your child. This handbook includes a summary of the required laws and references to Education Code (EC), United States Code (USC), Code of Federal Regulations (CFR), California Code of Regulations (CCR), and the Health and Safety Code (HSC) and Welfare and Institutions Code (WIC). For the purpose of this handbook, "parent" refers to parents and/or guardians.

Again, thank you for entrusting your children to our staff. We are honored to have this opportunity to educate your children, and we welcome your participation in your child's education.

Sincerely,

Heather A. Armelino

*Heather Armelino,
Superintendent*

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TELEPHONE NUMBERS

SCHOOLS

Alta Mesa	224-4130
Boulder Creek	224-4140
Lassen View	224-4150
Mistletoe	224-4160
PACE Academy	224-4236
Parsons	224-4190
Redding Collegiate Academy	224-4240
Rother	224-4170
Shasta Meadows	224-4180

ACE PROGRAMS (After-School)

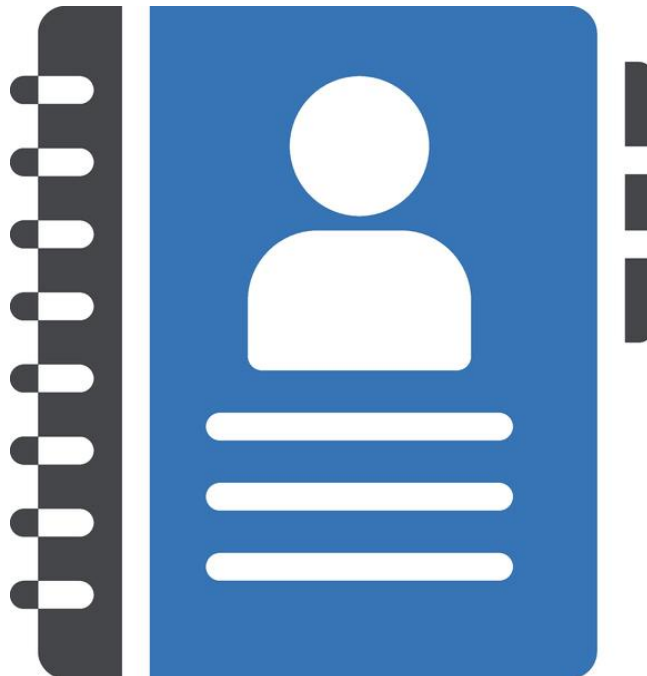
Alta Mesa	224-4225
Boulder Creek (YMCA)	224-0952
Lassen View	224-4159
Mistletoe	224-4169
Parsons	224-4222
Rother	224-4179
Shasta Meadows	224-4184

PRESCHOOLS

Alta Mesa Preschool	224-4139
Boulder Creek Preschool	224-4148
Lassen View State Preschool	224-4477
Rother State Preschool	605-2524
Rother Preschool	224-4178
Shasta Meadows Preschool	224-4184

OTHER

District Office	224-4100
Transportation	224-4120
Shasta County Office of Education	225-0200





EMERGENCY

EMERGENCY INFORMATION AND SCHOOL CLOSING INFORMATION [EC§49408]

IN CASE OF EMERGENCY Parents are required to provide the school with the following contact information should an emergency arise. This information must be kept current, so parents must inform the school when this information changes. The required information includes home address(es) and telephone number(s); business or employment address(es) and telephone number(s); and name(s), address(es), and telephone number(s) of one or more relative(s) or friend(s) who you authorize to care for your student in any emergency situation, including the medical caregiver, if the parent or legal guardian cannot be reached. Information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

In an emergency, we ask that you not telephone the school. Phone lines will be needed for emergency communication. The school will use its automated phone calling system to give parents instructions and updated information. Please do not drive to the school. Streets should be as open as possible for emergency vehicles. Tune your radio to any of the local radio stations. Information regarding the emergency and instructions for picking up students during or after the emergency will be given over the radio.

The Enterprise Elementary School District plans for, prepares for, and conducts emergency drills for emergency/crisis situations. Our school staff is trained to make certain the students understand emergency procedures. The safety and welfare of the students is our primary concern, especially in the event of an emergency. Personnel are trained in first aid. Your children should obey the directions of their teachers and follow the directions of the bus driver if they are on a bus. If walking or riding a bicycle, students should continue toward their destination should an emergency situation develop.

SCHOOL SAFETY PLAN [EC§§32286, 32288] Each school reviews and updates its safety plan by March 1. The plan includes an earthquake emergency procedure system, safety drills, and a disaster policy for buildings with a capacity of 50 or more people. Each school reports on the status of its plan and includes a description of its key elements in its annual School Accountability Report Card.

SCHOOL CLOSINGS In the event of school closure due to emergencies or inclement weather, please refer to our website, www.eesd.net and listen to KQMS radio (AM 1670, FM 105.7, FM 104.9). Please be sure to listen for Enterprise Elementary School District as Redding School District and Enterprise High School are not considered part of our district. The school will also use its automated phone calling system to give parents/guardians instructions and updated information. If inclement weather occurs after the school day has begun, school will remain open for the duration of the school day. In weather-related emergencies, you may pick up your child from school before the school day is over. If bus transportation is stopped due to weather conditions, students will remain on campus until picked up by the parent or guardian. If you have questions about our emergency preparedness programs, please contact your child's principal.



ATTENDANCE

MINIMUM AGE OF ADMISSION TO TRANSITIONAL KINDERGARTEN and KINDERGARTEN [EC§48000] Students who are 5 years of age on or before September 1 may enroll in kindergarten. Students who turn 5 years of age between September 2 and December 2 have the opportunity to enroll in a two-year kindergarten program. The first year, called transitional kindergarten (TK), provides young 5 year olds with an opportunity to adjust to the school environment and develop strong learning skills to prepare them for the rigor of 1st grade. In TK, students are exposed to reading and math in an interactive way using varied strategies and methods. TK students may participate in kindergarten activities throughout the year and may be grouped according to developmental and academic abilities with other kindergarten students. TK students learn important skills that build on what they may have learned in preschool. Research shows how important it is that students are ready academically, socially, and emotionally for 1st grade, and that children who attend kindergarten readiness programs like TK are more likely to do well in school. All TK students will attend the two-year program unless, as reflected on the EESD Kindergarten Report Card, they excel academically and demonstrate outstanding social, emotional, and developmental skills.

MINIMUM DAYS/STAFF DEVELOPMENT DAYS [EC§48980(c)] Minimum Days are indicated on the school year calendar provided and are generally on the first Monday of the month and during the week of parent conferences. At least one month's notice will be given if the minimum day schedule changes.

ABSENCES [EC§48200] Daily school attendance is compulsory for children aged 6-18. Please review the school calendar provided and plan activities and vacations during non-school days. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

The state awards funding to school districts only for actual attendance; no longer do they fund for excused absences. However, truancy reports still rely on excused and unexcused absences. There are legal consequences if your child misses school excessively. Please call your child's school office to report his/her absence. A note and/or phone call from you must be received by the school within 72 hours to clear any excusable absences. Unexcused absences result in a recorded truancy. Per EC§48205, an elementary or secondary school pupil's absence shall be excused for the following reasons:

1. Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.
2. Due to quarantine under the direction of a county/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 the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California; not more than three days if outside California.
5. 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 the pupil's religion, attendance at a religious retreat, 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 of the school district.

6. 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 Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to 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.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

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. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. "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."

EXTENDED ABSENCES - INDEPENDENT STUDY PROGRAM Independent Study is available so your child can keep up with his or her school work during an extended absence of 5 or more consecutive days. Please call the school office and ask them to prepare a packet of assignments which may be picked up at the office.

TRUANCY [EC §§48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC270.1, 830.1; WIC601.3] The state-defined levels of truancy, and the associated penalties to students and parents, are:

- Truant: A student is truant after missing three days of school or 30-minute periods without a valid excuse.
- Habitual Truant: A student who is truant three or more times in a school year. An effort is made to meet with parents.
- Chronic Truant: A student who has missed 10 percent or more school days in a school year.
- Interventions: Students who are habitual truants or are disorderly may be referred to our Student Attendance Review Board (SARB), the district attorney's office, or the county probation department. These programs offer guidance for improving attendance or improving school behavior.
- Student Penalties for Truancy: The first instance may result in a one-day weekend class. The second may be written warning from a peace officer that stays in the student's records. The third may result in being referred to SARB or a district attorney program. The fourth places the student within the jurisdiction of the juvenile court, and the student may become a ward of the court.
- Parent Penalties for Truancy may include a fine or imprisonment.

The attendance clerk or designee making the referral of a student to SARB or the probation department will notify the parent in writing and include the name and address of the SARB or probation department to which the matter has been referred and the reason for referral. The notice shall indicate that the student, parent, and referring person is required to meet with the SARB or the probation officer to consider a proper disposition of the referral.

SCHOOL ATTENDANCE REVIEW BOARD (SARB) SARB is a multi-disciplinary team that meets to explore options that may have been overlooked or unknown in attempts by the school or parents to resolve behavior or attendance problems. The guidelines for SARB are set forth in Ed Code, and school districts must adhere to these guidelines.

ATTENDANCE SARB Total unexcused absences may be any combination of full day unexcused and/or unexcused tardiness over 30 minutes. Unexcused tardiness over 30 minutes includes both coming to school late and leaving school early. An initial notification of truancy or excessive absences can be sent after 3 unexcused or 10 excused absences; a second notification is sent after 5 total unexcused absences or 12 total excused absences; a third notification is sent after 7 total unexcused absences or 15 total excused absences. The third notification, sent to

notify parents/guardians of the date, time, and location of the local SARB board, is copied to the County SARB board. Parents and the student are required to attend the SARB meeting which generally takes 30 minutes, and at the conclusion, a SARB contract is fashioned, and a copy is provided to all parties. Should the contract be violated, *i.e.*, there are any more unexcused absences or excessive excused absences), the fourth notification letter is sent to the parent/guardian and the parent/guardian may be referred to the District Attorney's Office for prosecution.

BEHAVIOR SARB An initial notification is sent at the discretion of the administrator when the student's misbehavior has become habitual and irresolvable at the classroom level. A parent meeting will be scheduled and held regarding the behavior issue. A second notification is sent at the discretion of the administrator after the first letter/efforts fail to address the student's behavior problem. This letter serves to notify parents/guardians of the time, date, and location of the SARB hearing. The SARB Board will evaluate the student's school placement, and a contract may be fashioned at/after the hearing.

SARB OUTCOMES It is the desire of the District and the SARB Board that a solution to attendance and/or behavior issues can be identified and implemented. Parents/Guardians of students who continue to have poor attendance following the SARB hearing may be referred to the District's Attorney's Office for prosecution. Students on an IEP or 504 are subject to SARB as per ED Code.

SARB APPEALS Families may appeal a local SARB at the county level. Requests for an appeal must be submitted to the Shasta County SARB Office within 10 calendar days of the date of the original SARB hearing, and the appeal may not be based solely on one's dissatisfaction with the decision of the local SARB; appeals will be heard only if it appears that there was a breach of due process.

INTERDISTRICT AND INTRADISTRICT ENROLLMENT [EC §§35160.5, 46600-46611, 48204, 48206.3, 48300-48315, 48980] If you wish for your child to attend another school in our District, please complete an Intradistrict Transfer Form which is available at the school office. Our district also allows students to transfer to or from other districts (interdistrict). For more information on these transfers, enrollment options, and alternative schools, and their associated forms, please contact the district office at 530-224-4100.

CHILDREN OF MILITARY SERVICE MEMBERS - RESIDENCY [EC §48204.3] A student complies with a school district's residency requirements for school attendance if the student's parent is transferred or is pending transfer to a military installation within the state boundaries of the school district while on active military duty pursuant to an official military order. School districts must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the district, and for course registration. The parent must provide proof of residency in the school district within 10 days after the published arrival date provided on official documentation.

A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or if the student is unable to produce clothing or records normally required for enrollment.

If the parent/guardian's military service ends during the school year, then the student is allowed to stay in his/her school of origin for the remainder of the school year if he/she is in grades 1-8, or through graduation if the student is in high school.

RESIDENCY RETENTION FOR MIGRATORY CHILDREN [EC §§54441] Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code section 54441, must be allowed to continue in their schools of origin, regardless of any change of residence during that school year, for the duration of their status as

migratory children. When a student's status as a migratory child changes during the school year, the school district must: (1) allow K-8th graders to continue in their schools of origin for the remainder of that school year; and (2) allow 9-12th graders to continue in their schools of origin through graduation. Migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services.

RESIDENCY RETENTION FOR THE STUDENTS OF DETAINED OR DEPORTED PARENTS [EC §§48204.4]

Students retain residency in a school district, regardless of the students' current residency, when both of the following requirements are met: (1) The student's parent or guardian has departed California against his or her will, and the student can provide official documentation evidencing the departure; and (2) The student moved outside of California as a result of his or her parent or guardian leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state.

Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances.

IMMIGRATION ENFORCEMENT - "KNOW YOUR RIGHTS" [EC §§234.7] All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights>

ATTENDANCE WHERE CAREGIVER RESIDES [EC §§48204(d), 48980(h)] Your child may attend the school district of his/her caregiver's residence if your child lives with a caregiver, as defined by law. An affidavit, sworn under penalty of perjury, by the caregiving adult is required to determine that your child lives in the caregiver's home.

INDIVIDUALIZED INSTRUCTION/TEMPORARY DISABILITY (EC §§48206.3, 48207-48208) Individualized instruction either: (1) at home, provided by the school district in which the student resides; or (2) in a hospital or other residential health facility, excluding state hospitals, is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability should notify the school district where the student receives care if an individualized instruction program is desired.

"Temporary disability" means a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program to which the student can reasonably be expected to return. "Temporary disability" does not include a disability that would qualify a student as a "student with exceptional needs" under Education Code section 56026.

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the district in which the hospital is located of the student's presence in the qualifying hospital, the district has five working days to notify the parent if individualized instruction shall commence within five working days.

Individual instruction in a student's home must commence no later than five working days after a school district determines that the student shall receive this instruction.

When a student receiving individual instruction is well enough to return to school, she/he must be allowed to return to the school that she/he attended immediately before receiving individual instruction was initiated.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in his/her school district of residence, or to receive individual instruction provided by

the school district of residence in the student's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if she/he is well enough to do so.

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. (Ed Code §§ 48206.3(b)(2), 48207, 48207.3, 48207.5, 48208, and 48240(c).)

NOTICE OF ALTERNATIVE SCHOOLS [EC§58501] State law authorizes all school districts to provide for alternative schools. The Education Code 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 desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his 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.



INSTRUCTION

TEXTBOOKS AND LIBRARY BOOKS Our district receives money from the state to purchase new curriculum. Textbooks cost up to \$85 each and are expected to last until the next textbook adoption cycle. It is the student's and the parent's responsibility to ensure books are not lost or damaged. All students will be allowed to take textbooks and library books home and parents will be liable for their replacement costs if lost or damaged. However, if a parent wishes that their child NOT be permitted to take textbooks and/or library books home, the parent must write a letter indicating their wishes, to the Office of the Superintendent, 1155 Mistletoe Lane, Redding, CA 96002.

PROSPECTUS OF SCHOOL CURRICULUM [EC§49091.14] The curriculum of every course offered by the schools of the district is compiled annually in a prospectus which is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

TEACHERS [NCLB, 20 USC §§6301] Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

EMPLOYEE CODE OF CONDUCT - INTERACTION WITH STUDENTS [EC §§44050] The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

STUDENT USE OF TECHNOLOGY

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

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

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

Each student who is authorized to use district technology shall have on file at his/her school acknowledgement of receipt of this Enterprise Elementary School District Acceptable Use Agreement and Release of District from Liability, signed by his/her parent/guardian (and student, where applicable) as an indication that they have read and understand the agreement.

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

STUDENT OBLIGATIONS AND RESPONSIBILITIES Students are expected to use district technology safely, responsibly, and for educational purposes only. The district reserves the right to monitor all online communications for improper use. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

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

- encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.
- access, post, submit, publish, or display harmful or inappropriate matter that is libelous, threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs. A special exception for access may be made for hate literature if both the teacher and the parent/guardian provide approval prior to the start of the project and the purpose of such access is to conduct research.
- email using district technology unless it is for educational assignments as directed by the teacher to communicate with adults and other students regarding their learning activities. Students are expected to keep messages brief and use appropriate language and shall not read mail or files intended for other users; they shall not attempt to interfere with other users' ability to send or
- receive electronic mail, nor shall they attempt to read, delete, copy, modify, or forge other users' mail. School staff, administrators, and parents have access to student email for monitoring purposes. No expectation of Internet/e-mail privacy is afforded students.
- disclose, use, disseminate, or post personal contact information about themselves or other people. Personal contact information includes the student's name, address, telephone number, social security number, school address, or other individually identifiable information.
- agree to meet with someone they have met online without their parent's or legal guardian's approval and participation.
- attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking." These actions are illegal. Vandalism will result in discipline and/or legal action and the cancellation of user privileges.
- infringe on copyright, license, trademark, patent, or other intellectual property rights without the expressed consent of the creator. This includes the use of copyrighted materials for use in school assignments, trading with others, or any publication.
- plagiarize works that they find on the Internet or from someone they know. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student.
- alter any system settings, system network configurations, or Internet browser settings, which include the installation of add-ons and toolbars or download, install, or copy computer software programs or other computer files. This includes copying audio or video CDs or DVDs, or other copyrighted material to the computer or network resources.
- engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, etc.
- threaten, intimidate, harass, bully, or ridicule other students or staff.

PRIVACY Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology. The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of

improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted. All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

PERSONALLY-OWNED DEVICES A student who uses a personally-owned device to access district technology, shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally-owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

REPORTING A student who becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, shall immediately report such information to the teacher or other district personnel. A student who receives any message that is inappropriate or makes them feel uncomfortable will promptly disclose the message to their teacher or other school employee.

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

PARENT/GUARDIAN ACKNOWLEDGEMENT Parent/guardian signature on the acknowledgement gives permission for his/her child to use district technology and/or to access the school's computer network and the Internet, and acknowledges that parent/guardian has read, understands, and agrees that his/her child shall comply with the terms of the Responsible Use Agreement. Parent/guardian further acknowledges that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. Parent/guardian agrees to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from his/her child's use of district technology or the failure of any technology protection measures used by the district. Further, parent/guardian accepts full responsibility for supervision of his/her child's use of his/her access account if and when such access does not take place in the school setting.

IMPERSONATION ON THE INTERNET [PC§528.5] Pretending to be a real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year.

GIFTED AND TALENTED PROGRAM The gifted and talented program has been incorporated into the regular school day. All students have the opportunity to participate in various activities designed to expand their academic strengths. In addition, we encourage students to participate in after-school clubs to strengthen their skills and to delve into areas of interest.

FINE ARTS EESD has a proud tradition of valuing the importance of visual and performing arts education. Because the arts enhance the academic and socio-emotional development of children, we continue to include dance, music, theatrical experiences, and visual arts throughout the K-8 continuum. Students receive fine arts instruction throughout the year. The curriculum at each grade level builds on the learning in prior years. Examples of fine arts education include:

- Parsons Junior High School offers students the opportunity to be involved in Beginning, Intermediate, Advanced, or Jazz Band; these bands have received top honors in competitions throughout the state. Vocal performance groups include Special Concepts, Concert Choir, Star Choir, and Music in Motion (includes dance), some of which have been recognized for excellence in both state and local venues. Parsons also offers an Art elective.
- At Mistletoe, the music program encompasses a wide range of experiences, including K-5 music appreciation classes, 4th and 5th-grade choir, 5th-grade band, 6-8 Bulldog Show Choir (vocal/dance performing group), 6-8 Advanced Choir, and 6-8 Bulldog Band. In addition, Mistletoe offers an after-school Art Club (3rd-8th) and an Art elective for 6-8 grades. Within classrooms, student interact with a wide range of visual and performing

performing arts experiences, enjoy practicing towards key performances, and learn essential skills that serve to enhance their overall development as children.

- Boulder Creek offers opportunities to students from intermediate elementary through their junior high/middle school years to explore and develop their musical interests, and to prepare them for our area's excellent high school music programs. Beginning in 4th grade, every elementary student receives weekly music instruction in beginning music notation literacy, beginning music history, and beginning instrumental and choral lessons. 4th and 5th graders can also sign up for a special "pull-out" choir performance class. 5th graders can choose to sign up for choir or band. In middle school, all students have the chance to sign up for year-long elective classes in Band and/or Choir, and experienced singers are encouraged to audition for our advanced singing/a cappella group, The Sound Bearriers. Other electives offered in Fine Arts include Drama and Art Design.

TITLE I PROGRAM The federally-funded Title I program is designed to improve the academic achievement of disadvantaged students. Title I funds are used to provide eligible students with supplemental services to reinforce the core curriculum and to assist students in attaining proficiency on state academic standards and assessments. All of our schools receive this funding. Students receive assistance through interventions provided in the regular classroom or in small group settings. Parents will be notified if their child is in need of an intervention.

AFTER SCHOOL PROGRAMS Each of our schools has an after-school program where activities are available until 6:00 p.m., each school day. Services are based on goals and objectives that align with district and state standards. Enrichment and recreational activities are offered on a regular basis. Students must be enrolled in one of the participating school sites to attend these programs. For additional information on the after-school program, contact your child's principal.

CAREER COUNSELING [EC§221.5] When students are provided career counseling and course selection opportunities, all students are provided equal services. Parents may participate in counseling sessions.

LIMITED ENGLISH PROFICIENT STUDENTS [EC§§52163, 52164.1, 52164.3, 52173, T5 11303, USC Title 20 6312] Notification will be given to parents of limited English proficient students regarding limited English proficiency programs including the reasons for the identification of the student as limited English-proficient, the need for placement in a language instruction educational program, the student's level of English proficiency, how the level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English-proficient students.

ENGLISH LANGUAGE EDUCATION [EC§305-310] State law requires that when parents/guardians of 30 or more students at a school or 20 or more students in any grade level at a school request a particular language acquisition program, the District shall offer that program at the school site to the extent possible. In the structured English immersion program, nearly all classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

PHYSICAL EDUCATION AND SPORTS [EC§49475, 60800] The District recognizes the positive benefits of physical activity on student health and academic achievement and provides all students the opportunity to be physically active on a regular basis through physical education (PE) instruction. The PE program provides a minimum of 200 minutes of PE every 10 days. Students with disabilities are provided instruction in PE in accordance with their individualized education program or Section 504 accommodation plan. PE instruction is delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers. Students in grades 5 and 7 are given a standardized physical fitness test as required by EC§60800. In addition to PE classes, a variety of sports activities are offered at each school. Parents and students are encouraged to review the information on concussions and head injuries included in the HEALTH section of this handbook

SEXUAL HEALTH INSTRUCTION 7th & 8th Grade - California Healthy Youth Act (EC 51930-51939)

The purpose of the CHYA is as follows:

- To provide students with the knowledge and skills related to recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10))
- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction.

The law requires that this content be taught once in middle school and once in high school. It is the policy of the Enterprise Elementary School District that this instruction will not extend beyond these required grades. The curriculum is divided so that anti-trafficking is generally taught in 7th grade, and sexual health and HIV prevention are taught in 8th grade.

This information may be presented by school personnel and/or an outside organization or guest speaker in individual classrooms, combined classes, or assemblies and will align with and support the purposes of the California Healthy Youth Act and not be in conflict with them. (EC § 51933 (c) Abstinence from sexual activity and injection drug use shall be taught within the context of comprehensive sexual health and HIV prevention education (*EC* 51934[3]); however, abstinence-only education is not permitted in California public schools.

The Enterprise Elementary School District respects the rights of parents to make decisions about how they supervise their children's education on this subject matter. Parents/guardians shall be notified in writing at least 14 days before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may request in writing that their child not attend the class. No student shall attend such instruction if the school receives this request prior to the start of the class. (Education Code 51550, 51820) At the parent/guardian's request, any student may be excused from any part of sexual health instruction. (Education Code 51240). All materials used for the above instruction shall be available for inspection by parents/guardians at reasonable times and places prior to the onset of instruction. The above notification shall inform parents/guardians of their right to inspect these materials. (Education Code 51550, 51820)

To parents of fifth grade students: Districts must notify parents if students are provided classes in which human reproductive organs and their functions and processes are described, illustrated, or discussed. Parents may submit a written request to their child's school office if they want their child to be excused from such classes. If written notice to exclude a child is not received prior to the start date of the class, the child will be allowed to attend the class. The materials in this area of instruction are available to parents for previewing. Parents will be notified prior to the parent preview night of the date, time and location. District nurses are available by telephone (530-224- 4100) to discuss the content or answer any questions.

HEALTH INSTRUCTION-CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS [EC§51240] Upon written request of a parent, students shall be excused from the part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

INSTRUCTION/INFORMATION ON SEXUAL HARASSMENT The Superintendent or designee ensures that all district students receive age-appropriate instruction and information on sexual harassment including what acts and behavior constitute sexual harassment, and the fact that sexual harassment could occur between people of the same gender, a clear message that students do not have to endure sexual harassment, encouragement to report observed instances

sexual harassment, even where the victim of the harassment has not complained, and information about the person(s) to whom a report of sexual harassment should be made. Any student who feels that s/he is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall report it to the principal or designee within 24 hours of receiving the complaint. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Office of the Superintendent or designee. The Superintendent, principal, or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If the investigator finds that sexual harassment occurred, s/he shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Superintendent, principal, or designee shall also advise the victim of any other remedies that may be available. Where required, the matter may be referred to law enforcement authorities.

ANNUAL STANDARDIZED TESTING AND REPORTING Each year, the District administers standardized testing. This testing includes: 3rd-8th and 11th grade testing in Language Arts and Math; 5th, 8th and 11th grade testing in Science. The testing window is approximately 15 instructional days that includes 6-8 testing days. Each year, parents and guardians will be notified regarding their student's participation in the CAASPP assessment system. A parent/guardian may submit to the school annually a written request to excuse his/her child from any/all parts of any test. District employees may discuss the testing program with parents/guardians, and may offer information on the availability of exemptions under EC 60615. However, the District and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852). Within 20 days of receiving the results of the standardized achievement tests, parent/guardians will be notified of the results of the tests, the purpose of the tests, and the individual score and intended use. If you have any questions, contact the site Principal.



SPECIAL EDUCATION SERVICES

SPECIAL EDUCATION (IDEA) State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards is available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM [EC§§56300, 56301] Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights. Additionally, the District has an affirmative and ongoing obligation for identifying, locating and evaluating all children with disabilities residing within its jurisdiction who may be in need of special education and related services. 34 CFR 300.11 (a)(1)(i). Prior to conducting an assessment in all areas of suspected disability, the District will obtain written consent from the student's parent or guardian in accordance with the law.

SPECIAL EDUCATION COMPLAINTS [5 CCR§3080] State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

SECTION 504/DISABLED PUPILS [Rehabilitation Act of 1973§504] Federal law requires districts to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.



HEALTH SERVICES

The district employs registered nurses who evaluate students' health needs (including vision, hearing, dental, growth and development, scoliosis screening, etc.). District nurses provide direct health services to students and staff, and serve as a resource for health care referrals to various community programs. Health-related concerns should be directed to the district nurses. The district also employs both health and student services clerks who provide first aid care, assist students with medication, and maintain health records under the direction of the district nurses. Your child may be exempt from physical examination if you file a written statement with the school principal stating that you will not consent to routine physical exam of their child. However, whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

IF YOUR CHILD IS ILL [EC§49451] A child may be sent home if s/he is believed to be suffering from a contagious or infectious disease. Students will be sent home if they have a temperature of 100 degrees or higher and must stay home until they are symptom free for 24 hours without the use of fever reducing medications such as Tylenol® or ibuprofen. Students with vomiting/diarrhea will be sent home and must stay home until they are symptom free for 24 hours without symptom reducing medications or with physician release. Students who develop an infection requiring antibiotics may not return to school until after being on the medication for 24 hours or if a student has a written release from a physician. If you keep your child home from school due to symptoms of a contagious disease, please notify the school office as soon as possible.

KINDERGARTEN AND FIRST GRADE PHYSICAL EXAM [EC§§49450; HSC 124085, 124100, 124105, 120475] For each first grade student enrolling in school, parents are required by state law to present certification signed by a physician that states the child has received a physical examination within the past 18 months. You may wish to contact the Shasta County Health Department, who, through the Child Health and Disability Prevention Program (CHDP), may be able to provide a physical exam for your child at no cost to you. If you do not provide the certification, you must file a waiver at

the school stating your reasons for noncompliance. Your child may be sent home if you fail to provide the certificate or waiver, and if your child is suspected to be suffering from a contagious disease.

KINDERGARTEN AND/OR FIRST GRADE ORAL HEALTH ASSESSMENT [EC§49452.8] Parents must have their child's oral health assessed by a licensed dentist or licensed dental health professional by May 31 of the student's first year of school. Assessments within the 12 months before the child enters school also meet this requirement.

FLUORIDE APPLICATION Pursuant to HSC§104830-104865, your child may receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth during the school year. If offered, parents must consent to the treatment on behalf of a minor child. This District does not provide fluoride applications. Consult your dentist for more information.

IMMUNIZATIONS [HSC §§120370(a)(2), 120372(a), 120325, 120335, 120440; EC§§48216, 49403] Your child must be immunized against certain diseases before being admitted to school, unless exempted for medical reasons. January 1, 2016 was the deadline for parents to exempt their children from required immunizations based on their religious or personal beliefs. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016, are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students who entered the District for the first time, or who advanced to 7th grade, after July 1, 2016 are no longer exempt from immunizations based on religious or personal beliefs. Students who have a medical exemption issued before December 31, 2020 will be allowed continued enrollment until they enroll in the next grade span. As of January 1, 2021, the District will only accept medical exemptions that are submitted on the California Department of Public Health's standardized, statewide medical exemption certification form. (Health and Safety Code §§120370(a)(2) and 120372(a).)

Parents must provide documentation that their child has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps, and rubella, and varicella (chickenpox) (students must be immunized for varicella or provide proof from a doctor stating child has had the disease), or the child may not be admitted to school. In addition, all students entering 7th grade must provide proof of the T-dap booster immunization. The required immunizations are available from the County Health Department, a physician, or may be administered by a healthcare practitioner acting under the direction of a physician. If an outbreak of a communicable disease occurs at a school, any non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration. Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section.

MEDICATION [EC§49423] Any student who must take prescribed medication at school and who desires assistance of school personnel must annually submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may carry and self-administer prescription auto-injectable epinephrine and/or inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. The parent/guardian shall provide for his/her child any and all specialized medical equipment and/or supplies required for their child as it relates to a specialized health condition or administration of medication(s). The District shall only provide specialized equipment that is used at school and that is needed to implement a student's IEP or Section 504 Plan.

CONTINUING MEDICATION REGIMEN [EC§49480] Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SCOLIOSIS SCREENING [EC§49452.5] Between grades 6 and 8, your child may be screened for scoliosis (curvature of the spine), unless you submit a written denial of consent.

VISION AND HEARING APPRAISAL [EC§49455] The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. In addition, the District will periodically test students for hearing deficiencies.

GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING ALLERGIES [EC§49403, 49414, 49423, 49423.5, 4923.6., CCR 8:5193] Anaphylactic reactions, most often caused by exposure to substances to which a student is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects and latex. When a student has a life-threatening allergy, it is the responsibility of the parent or guardian to inform the school staff of the student's allergic condition. The student's physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Staff members are trained to recognize the reactions, follow the written procedures, and be aware of the District's guidelines regarding life-threatening allergies. District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions. The goal for these students is to diminish the risk of accidental exposure to their specific allergens.

GUIDELINES FOR USE OF EMERGENCY EPINEPHRINE AUTO INJECTORS/ MANAGEMENT OF UNDIAGNOSED ANAPHYLAXIS [EC§49414; SB 1266] Current law requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an unknown food, an insect sting or even (rare) after exercise. School nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Contact health services for more information.

CONCUSSION [EC§49470-49475] A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. Signs and symptoms of a concussion can show up immediately after the injury or may not appear or be noticed until days or weeks after the initial injury. In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. Signs and symptoms of concussion include: headache, nausea or vomiting, dizziness or balance difficulties, double or blurred vision, sensitivity to light and/or noise, feeling sluggish, hazy, foggy, or groggy, difficulty concentrating, confusion, memory difficulties, or not "feeling right." An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs: loss of consciousness (even briefly), appears dazed or confused, presents with difficulty with balance, memory, or has behavioral changes, has unequal pupil size, is drowsy or cannot be awakened, has a headache that gets worse, complains of weakness or numbness, is nauseous or vomiting, has slurred speech, or has seizures. Rest is key to recovering from a concussion or head injury. Avoid exercising or activities that involve a lot of concentration such as studying, playing video games, and working on the computer. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, weeks, or even months. Repeated concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to the brain and can be fatal. If you notice any signs and symptoms listed above following a blow, bump, or jolt during practice or a game, notify the coach immediately. When your child signs up to play a sport, school staff will provide a Sports Handbook. Please refer to the Sports Handbook for additional information on concussions.

SUDDEN CARDIAC ARREST INFORMATION Cardiac arrest caused by a cardiac arrhythmia will suddenly stop blood flow to the brain, causing the victim to lose consciousness. A few seconds after the heart stops pumping

blood, the brain will stop telling the body to breathe. If someone is in cardiac arrest, 911 will be called and CPR begun. Please refer to the Sports Handbook for additional information.

TYPE 2 DIABETES INFORMATION [EC§49452.7] Type 2 diabetes is the most common form of diabetes in adults, and until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the US Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime. Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy. The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood to the cells. But in type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

RISK FACTORS ASSOCIATED WITH TYPE 2 DIABETES It is recommended that students displaying or experiencing the following risk factors and/or warning signs associated with an increased risk of type 2 diabetes be screened for the disease:

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

WARNING SIGNS AND SYMPTOMS ASSOCIATED WITH TYPE 2 DIABETES Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

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

TYPE 2 DIABETES PREVENTION METHODS AND TREATMENTS HEALTHY lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels. Visit a doctor who can a) determine if a child is overweight based on the child's age, weight, and height; and b) request blood glucose tests to see if the child has diabetes or prediabetes.

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

TYPES OF DIABETES SCREENING TESTS THAT ARE AVAILABLE

- Glycated hemoglobin (A1C): A blood test measures the average blood sugar level over two or three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

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

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

References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

SUN PROTECTION [EC§35183.5] When students are outdoors, they may wear sun protective clothing and may apply sunscreen and lip balm during the day without a doctor's note or prescription. Specific clothing and hats determined by the school/district to be inappropriate may be prohibited by the dress code policy. No school personnel are required to assist pupils in applying sunscreen.

MEDICAL AND HOSPITAL INSURANCE FOR STUDENTS [EC §§32221.5, 49472] Our district does not provide medical, accident, or dental insurance for pupils injured on school premises or through school activities, and the district assumes no liability for accidents to students at school. Information about a medical/dental accident insurance program offered by an outside agency is provided. The low-cost plan provides assistance to meet some of the expenses for accidental injury. Two levels of benefits are available. A detailed brochure/application is available at your child's school office. A no-cost, free prescription drug card is also available at your child's school office. School districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. However, this requirement is met by the offering of insurance or other health benefits that cover medical and hospital expenses. Information about no-cost or low-cost local, state, or federally-sponsored health insurance programs may be obtained by calling Healthy Families/Medi-Cal for Families at 888-747-1222.

DRUG, ALCOHOL, STEROID, AND TOBACCO PREVENTION PROGRAMS [EC§§49033, 60041; HSC§11032] The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs, alcohol, or any form of tobacco product on district premises or as a part of any of its activities is strictly prohibited, and violations will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law and district disciplinary action up to and including expulsion, being required to satisfactorily complete a drug abuse assistance, tobacco cessation program, or rehabilitation program selected by the district. The district's drug, alcohol, and tobacco education and prevention programs address the legal, social, and health consequences of drug, alcohol, and tobacco use and provide students with effective techniques to resist peer pressure to use illicit drugs, alcohol, or tobacco. Parents may contact the school for additional information. The district does not support or endorse specific programs or agencies, but provides the information to assist parents and students.

CONFIDENTIAL MEDICAL SERVICES [EC§46010.1] The state provides that school districts may excuse students in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses, but are not required to do so. If you have questions about this, contact your child's school.

PUPIL MENTAL HEALTH SERVICES A list of community mental health resources can be accessed under Parent Resources on the District website, eesd.net, or by contacting the district or school office.



MEALS AT SCHOOL

STUDENT LUNCH PROGRAM [EC§§49510 – 49520] All of our District schools operate a hot breakfast and lunch program, serving nutritious breakfast and lunch each school day. All students will be served breakfast and lunch at no charge.



BEHAVIOR EXPECTATIONS AND CONSEQUENCES

BEHAVIOR EXPECTATIONS [EC§44807, 5 CCR§300] Pupils are accountable for their conduct on the way to and from school, and on the playground. Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language. For detailed school rules, please see your child's school handbook. A consistent method of responding to serious incidents has been developed with the understanding of the varying maturity level of different age groups. Following is a representative sample of expected disciplinary actions for violations of behavior expectations.

- Parent Contact
- Behavior contract
- Student Attendance/Behavior Review Board (SARB)
- Student study team meeting
- Restricted play area
- Detention/time out
- Saturday School
- Suspension or expulsion
- Other as deemed appropriate

PARENT RESPONSIBILITY [EC§§48900.1, 48904; CC 1714.1; GC53069.5] Parents are liable for damages caused by the willful misconduct of their child/ren that result in death or injury to other students, school personnel, or damage to school property as well as for any school property loaned to the student and willfully not returned. A parent's liability may be as much as \$10,000 in damages and an additional \$10,000 for payment of a reward, if any. The school district may withhold grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

VIDEO MONITORING Video monitoring may occur on district property and in accordance with district regulations on video surveillance practices. Board Policies provide additional information on this topic. Contact the school office if you have questions.

RELEASE OF STUDENT TO PEACE OFFICER [EC§48906; PC§11165.6] A school official will promptly notify you or a responsible relative of your child if your child is released from school to a peace officer. However, if a student is taken into custody as a victim of suspected child abuse, the peace officer will notify the parent or guardian.

SAFE PLACE TO LEARN ACT [EC§234.1] The district is committed to maintaining a learning and working environment that is free from bullying. The District has a Board policy on the subject of bullying, and any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. To report incidences of bullying please contact the school or the district office.

STUDENT SEARCH [US Sup. Court Case: New Jersey v. TLO (1985) 469 US 325] A student, and his/her locker, backpack, or purse may be searched by the school principal or designee if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

PERSONAL PROPERTY CODE The following items are NOT allowed on campus before school, during school, after school, or at any school activity:

- Lighters
- Cigarettes
- Matches
- In-line skates
- Skateboards/scooters
- Laser Lights
- Weapons
- Aerosol cans
- Chains (any kind/size)
- Vape pens
- Gambling games or devices (cards,dice,etc.)
- Obscene or profane material
- Sunglasses (may be worn only outdoors)
- Electronic games

First Offense: Prohibited items will be confiscated and turned in to school administration or law enforcement. Items held by administration will be released only to parents. The school and district are not responsible for lost/damaged confiscated items.

Repeat Offenses: Students who continue to violate this policy will be called into the office for disciplinary actions (detention, in school or home suspension depending upon the seriousness of the offense).

CELL PHONES, SMART WATCHES, ELECTRONIC DEVICES [EC§48901.5] We strongly recommend that personal electronic devices such as cell phones, smart watches, tablets be left at home due to possible loss or damage. Electronic communication devices are not to be used during the school day. Furthermore, neither the school nor the district is responsible for devices brought to school and will not be liable for damaged, destroyed, or lost devices. They must be turned off and in the student's backpack as soon as the student arrives on campus and must remain there until school is dismissed. This includes during lunch and passing periods. Students may use cell phones, smart watches and other electronic devices after school is dismissed (unless prohibited in after school care/activity). If a student has an electronic device on campus, the content must ALWAYS be appropriate (text messages, pictures, music, and ringtones). If a student needs to make an emergency call during the school day he/she needs to make an emergency call during the school day, s/he should go to the office. If a parent needs to reach a student, s/he may call the school office.

ELECTRONIC DEVICE VIOLATION

- **1st Violation:** Electronic device will be brought to the school office by the Teacher or Administrator. Students may retrieve it from the office at the end of the school day.
- **2nd Violation:** Electronic device will be brought to the office. Parents will be notified and parents will need to pick up the device from the office. There may be further consequences at the Principal's discretion.
- **3rd Violation:** Electronic devices will be brought to the office. Parents will be notified and will need to pick up the device in the office. The student may not be allowed to bring the device back to school for the remainder of the year and is subject to further disciplinary action at the discretion of the principal/designee.

DRESS CODE [EC§35183] The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

All students shall abide by the following dress code:

- Clothing shall cover undergarments and torso at all times and may not have holes or rips above the mid-thigh. Garments may not be tight or revealing.
- Dresses and skirts shall be at least mid-thigh in length.
- Shorts must have a minimum 3" inseam.
- Pajamas are allowed only on designated spirit days or special events planned by school administration.
- Safe footwear must be worn at all times and allow for participation in PE. Flip flops, shoes without a back strap, and skate shoes are not permitted.
- Hats may be worn outdoors for sun protection or warmth.
- For safety reasons, dangling, sharp, or heavy jewelry or accessories are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are obscene or profane, advocate illegal, sexual, or violent behavior, alcohol, tobacco, or other drugs, violence, racism, gang-related, or make sexual innuendos will be allowed.
- Face painting, hair coloring, or body piercing that cause a disruption or safety concern are not allowed. Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are being violated and ultimately a distraction or potential distraction to the learning environment at school. Participation in Physical Education is required and students must wear appropriate attire and footwear in order to fully and safely participate.

VANDALISM [PC§594] Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment, and the requirement to clean up the damage or perform community service. Parents may be liable to pay fines as high as \$50,000 and be required to participate in the clean-up.

STUDENT SEXUAL HARASSMENT SEXUAL harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities and retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process, is prohibited.

SEXUAL HARASSMENT RECORD-KEEPING [5 CCR§§4917, 4964, EC§§231.5, 48980(g)] Complaints and allegations of sexual harassment will be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. A confidential record of all reported cases of sexual harassment will be kept to allow the district to monitor, address, and prevent repetitive harassing behavior in its schools.

SUSPENSION/EXPULSION [EC§§48900-48915] A student may be suspended from school for no more than five (5) consecutive school days, except when pending expulsion. School employees will attempt to contact the student's parent in person or by telephone in addition to written notification. 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 any of the following listed acts.

- 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) 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) Stole 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 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 paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any grades 1 to 12 inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
 (3) Except as provided in Section 48910 commencing on July 1, 2020 a pupil enrolled in kindergarten or any grades 1 to 5, shall not be suspended for any acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any grades 1 to 12, inclusive, to be recommended for expulsion.
 (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- 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 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, 287, 288, or 289, of , or former section 288a, 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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils

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

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the creation and transmission originated on or off campus by means of an electronic device, including but not limited to a telephone, a wireless telephone or other wireless communication device, computer, or pager, of a message, text, sound, or image, a post of a social network website, posting to or creating a burn page, creating a credible impersonation of another actual pupil.

(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) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- 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.

48900.2 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.

48900.3 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.

48900.4 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 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 intimidation or hostile educational environment.

- 48900.7 (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 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.

If a teacher suspends a student, the child's parent may be required to attend a portion of the school day in his/her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

MANDATORY SUSPENSION/EXPULSION Students who commit acts listed in EC§48915 shall be recommended for expulsion.



OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents of enrolled students are encouraged to be active in the educational process on behalf of their children.

PARENT INPUT [20 USC 6312, 20 USC 6318, 20 USC 6316§1116] The District welcomes and encourages parents/guardians to assist in the development, activities, and procedures of Title I programs. Parents are invited to participate in the joint development of the district's Title I plan and the process of school review and improvement. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance will be provided. In conjunction with parents, the Superintendent/designee provides opportunities for strong parent involvement; Involves parents/guardians in the activities of schools; Coordinates and integrates Title I parent involvement strategies with the parent involvement strategies of other programs 20 USC 6318; With parent/guardian involvement, annually evaluates the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:

- a. Identifies obstacles to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- b. Uses evaluation findings to design strategies for more effective parent involvement.

- c. Revises the district and school parent involvement policies, if necessary. Available on the District webpage (www.eesd.net), our Board Policies provide more information on this topic. Contact your school office if you have questions.

POLICY DEVELOPMENT Parents are encouraged to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board has adopted jointly created board policies that outline how parents, school staff, and students share the responsibility for intellectual, physical, emotional, as well as social development, and the well-being of the students. All current Enterprise Elementary School District board policies are available on-line at www.eesd.net or at the district office during regular business hours.

COUNCILS AND COMMITTEES [EC§54444] Parents are encouraged to participate in parent advisory committees, school-site council, booster clubs, and site-based leadership teams in accordance with established rules and regulations for membership.

VISITOR/VOLUNTEER GUIDELINES DURING THE SCHOOL DAY Parents are encouraged and welcomed to participate in the school community. We need your assistance to ensure student safety and minimize disruptions to classroom instruction by doing the following:

- The front office is the only entrance point for all visitors.
- *When the door buzzer entry system is in place, be prepared to ring the bell, look into the camera, state your name, and the purpose of your visit.
- Visitors must sign in and out at the office through the district's Raptor system and receive/wear a visitor's pass for each visit.
- Classroom visits are to be scheduled at a mutually convenient time and are at the discretion of the principal. They must be conducted so as not to interfere with classroom activities of any student.
- The school will arrange for an escort for school tours of prospective students' families.
- All volunteers must be approved to work in the classroom or attend field trips (see office).
- Parents dropping off students late or picking them up early should go directly to the office, not the classroom.

TEACHER CONFERENCES Parents may request a conference with their child's teacher(s) or the principal by contacting the school to schedule a date and time convenient to all participants.



8th GRADE GRADUATION POLICY

DIPLOMA REQUIREMENTS Students must pass all classes between the 2nd trimester of 6th grade and the end of 8th grade OR maintain a 2.0 GPA in 8th grade with no more than one fail between 2nd trimester of 6th grade and the end of 8th grade.

ATTENDANCE REQUIREMENTS Student must attend school 90% (no more than 18 days absent) of the school year. Students with serious medical conditions may have the criteria waived with a doctor's verification. This is not an automatic waiver.

GRADUATION CEREMONY REQUIREMENTS

1. Satisfy all diploma requirements listed above.
2. Attend school a minimum of 90% of the time.
3. Pay all school fines and fees and turn in all books, uniforms, and school property.
4. The following conduct during 8th grade year will result in the removal of a student from the graduation ceremony:
 - a. Suspension for possession of weapons, drugs, alcohol, or tobacco/vape pens on campus.*
 - b. Two combined suspensions of any kind.
 - c. Police involvement in any school incident *may* result in immediate removal from the ceremony.

Participation in other 8th grade graduation-related activities is at the discretion of administration.

*A restorative pathway may be considered based on extenuating circumstances, disciplinary history, severity of incident, etc.

GRAD REMEDIATION Students not meeting diploma requirements will have the opportunity to participate in a Grad Remediation Plan. This allows students to make up any failed courses in language arts, math, history, and/or science. Students must complete the class in accordance with guidelines provided by administration.



SCHOOL RECORDS AND STUDENT ACHIEVEMENT

PUPIL RECORDS [EC§§49063, 49073, 34 CFR 99.30, 34 CFR 99.34, FERPA, 20 USC §1232(g)] Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Parents have full access to all personally identifiable written records maintained by the school district, and may review records by making a request to the principal. The principal will provide explanation and interpretations if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents may receive a copy of any information in the records at reasonable cost per page within 5 business days of the request. District policies and procedures relating to: location of, and types of, records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records. If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education.

RELEASE OF PUPIL DIRECTORY INFORMATION [EC§49073, 20 USC§1232] The district makes student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. Height and weight of athletes may be made available. Directory information does not include citizenship status, immigration status, place of birth, or national origin. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers, or the news media). You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument. Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. Requests must be submitted within 30 calendar days of the receipt of this notification. Written consent of the parent must be obtained before directory information pertaining to a homeless student may be released. A student's citizenship, place of birth, or national origin will not be released without parental consent or a court order.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER [EC§§49076, 49077] Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT [EC§§49076, 49064] Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

INFORMATION REGARDING INDIVIDUAL STUDENT REPORTS ON STATEWIDE ASSESSMENTS Upon request, parents have a right to information on the level of achievement of their student on every state academic assessment administered to the student.



TRANSPORTATION AND SCHOOL BUS SAFETY

BUS TRANSPORTATION While transportation to/from sports or other after school activities is the responsibility of the parent, the district provides bus transportation to and from school for eligible students. Eligibility is based on Board Policy as follows: Students in grades K-3 must reside more than 3/4 mile from school; 4th-5th grade students must reside more than 1 mile from school; and students in grades 6-8 must reside more than 1.5 miles from school in order to be eligible. *Subject to change due to pending legislation. If there is a change, families will be notified.

A list of bus stops is available for review at each school site. Our stops are approved for safe boarding and drop off for our students. When arriving at the bus stop, park on the same side of the street as the bus stop location, eliminating the danger to children crossing the street. Make sure students are at the bus stop at least 5 minutes before scheduled pickup times. Transporting kindergarten students requires special attention and care, so we take precautions to help ensure safe arrival and drop off. If no parent is at the bus stop at the drop off time, your kindergarten student will be returned to the school. Please accompany young children to the bus stop and meet them upon their return. Children who walk to the bus stop are to use sidewalks or the shoulder of the road. Do not allow your children to play/damage other people's property. Children are to wait for the bus in a safe place, well off the roadway, in a single file line, until the bus is stopped and the bus driver has opened the door. Children are to enter the bus in an orderly manner, no pushing or shoving, quickly find a seat, and remain seated while the bus is in motion. Students should be reminded to check-in at home after they exit the school bus.

The primary responsibility of the driver is to operate the bus in a safe manner, so each student must assume responsibility for his/her conduct while on the bus. Parents are liable for all misbehavior of their children at the neighborhood bus stop. Students at the bus stop or on the bus are subject to the discipline policies of the school for their behavior.

PLEASE REVIEW THESE BUS RULES WITH YOUR CHILD.

Pupils must be seated, may not change seats while riding a bus, and must appropriately wear a seatbelt if the bus is so equipped.

1. Fighting, pushing, throwing objects, or other unruly conduct will not be allowed.
2. All parts of the body are to be kept inside the bus.
3. Pets, glass, or other dangerous objects, which in the judgment of the bus driver pose a danger, may not be transported on the bus.
4. No eating or drinking on the bus is allowed during daily runs between home and school.
5. No loud or distracting radios or other electronic devices will be allowed on the bus.
6. All student projects, crafts, and other personal property ("show and tell" objects, toys, etc.) shall be safely secured in backpacks, and shall not be played with during transportation.
7. Students who do not normally ride the bus will not be permitted to ride, even with parent/guardian request, unless there is sufficient seating capacity for the regular riders.
8. Students will not be allowed to get off the bus at a stop other than their own without a written request from his/her parent or guardian. Neither bus drivers nor parents may alter the designated school bus stops. ALL written requests must be submitted to the school office who will then convey the information to the Transportation Department. Drivers will not accept requests.
9. Most students are courteous and thoughtful bus riders. The following procedures will be instituted for inappropriate behavior:

VERBAL WARNING: The bus driver will inform the student that this is an official warning.

1ST BUS CONDUCT REPORT: Initial warning of improper behavior. Student may be denied bus privileges. **2ND BUS CONDUCT REPORT:** Student will be denied bus privileges for a minimum of one school day.

3RD BUS CONDUCT REPORT: Student will be denied bus privileges for a minimum of five school days and a conference with the parent/s/guardian/s, student principal or designee, and transportation staff member is required.

4TH BUS CONDUCT REPORT: Student will be denied bus privileges for a minimum of ten school days, up to a maximum of the remainder of the school year.



RIGHTS, COMPLAINTS AND DUE PROCESS PROTECTIONS

[EC§§200, 220, 234, 260 *et seq.*, 56501; PC 422.55; Title IX; 20 USC 1681-1688, 42 USC 20000d-20000d7; 34 CFR 106.9, Title VI of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act (IDEA); GC 1135; 5 CCR 4610, 4622] The District is committed to equal opportunity for all individuals in education and employment and does not discriminate on the basis of race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnic background, immigration status, age, religion (including all aspects of religious belief, observance, and practice, and includes agnosticism and atheism), marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth, or genetic information. Discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics is prohibited. The district is primarily responsible for complying with state and federal laws and regulations and has procedures in place to address allegations of unlawful discrimination and complaints alleging violation of laws governing educational programs. Employees, students, parents or guardians, advisory committees, and other interested parties may file a complaint if they so desire. Privacy and confidentiality are respected in all complaint investigations. The District's Title IX Coordinator is the Assistant Superintendent of Business Services.

DISTRICT'S UNIFORM COMPLAINT PROCESS [5 CCR§4622] A UCP complaint, except for a UCP alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than 12 months from the date the alleged violation occurred. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying must be filed within six months of the occurrence or when facts became known. Complaints regarding a special needs student must be filed within 12 months of the occurrence. The Uniform Complaint Procedure can be used in cases of (1) accommodations for pregnant and parenting pupils, adult education, after school education and safety, agricultural career technical education, career technical and technical education, career technical, technical training (state), career technical education (federal), child care and development, compensatory education, consolidated categorical aide programs, course periods without educational content, discrimination, harassment, intimidation, bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in ED code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics, educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in juvenile court school, every student succeeds act, local control and accountability plan, migrant education, reasonable accommodations to a lactating pupil, regional occupational centers and programs, school plans for student achievement, school site councils, school safety planning, deficiencies related to preschool health and safety issues for California state preschool programs, and the imposition of pupil fees for participation in educational activities; and students living in active duty military households; and failure to comply with physical education instructional minute requirements. Every school office as well as the District Office can provide you with a free copy of the district's uniform complaint procedures. Pupil fees or LCAP complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. In order to identify appropriate subjects of state preschool health and safety issues pursuant to HSC Section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school in the district. The notice shall (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC Section 1596.7925. You may obtain a uniform complaint form on our district webpage at eesd.net or at 1155 Mistletoe Lane. The Board designates the Superintendent

to receive and investigate complaints and ensure district compliance with the law. Complaints should be submitted in writing to: Superintendent, Enterprise Elementary School District, 1155 Mistletoe Lane, Redding, California 96002, Telephone: (530) 224-4100. The Superintendent or designee shall be considered the representative of the District responsible to receive and coordinate responses to complaints and related correspondence regarding this policy. If you are unable to put a complaint in writing, District staff will assist you in the filing of your complaint. Within 3 days of receiving a complaint, the Superintendent or designee will acknowledge receipt and discuss with you the possibility of mediation. Each complaint will be investigated by the appropriate site or District Office. An opportunity will be provided for complainants and/or representatives to present relevant information. The investigation may include an opportunity for the people involved to meet and discuss the dispute. Documents that may provide information relevant to the alleged violation may be reviewed. The District's decision will be rendered in a written report which will be sent to the complainant within 60 calendar days of receipt of the complaint, unless the complainant, in writing, agrees to an extension of the timelines. The report will contain: Findings and disposition of the complaint; Corrective actions, if any; Rationale for the findings, along with any supporting documentation. In addition, a complainant may appeal the District's decision to the California Department of Education by filing a written appeal with the State Superintendent within thirty days after receiving the District decision. Extensions for filing appeals may be granted in writing for good cause. The appeal must 1) Specify the reason (s) for appealing the decision; and 2) Include a copy of the original complaint and a copy of the District's decision.

In a discrimination complaint, you have the right to seek civil law remedies no sooner than sixty days elapsed since filing an appeal with CDE. The moratorium does not apply to injunctive relief. A complainant may pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws. All complaints and responses are public record.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) NONCOMPLIANCE [EC§52075] School districts, charter schools and county offices of education are required to adopt and annually update their LCAPs. LCAP non-compliance complaints may be filed under the Uniform Complaint Procedures and may be filed anonymously. If a complainant is not satisfied with the district's decision, the complainant may appeal to the California Department of Education and receive a written decision within 30 days.

UNIFORM COMPLAINTS - GRADUATION AND COURSEWORK REQUIREMENTS FOR FOSTER YOUTH, HOMELESS, FORMER JUVENILE COURT, AND STUDENTS LIVING IN ACTIVE DUTY MILITARY HOUSEHOLDS, FOR MIGRATORY AND NEWLY ARRIVED IMMIGRANT STUDENTS PARTICIPATING IN A "NEWCOMER PROGRAM" [EC §§48853, 49069.5, 51225.1, 51225.2]

The district's uniform complaint procedures cover complaints pertaining to the education of homeless students and students in foster care, including, but not limited to failure to:

- a) Allow a foster child to remain in his/her school of origin while resolution of a school placement dispute is pending;
- b) Place a foster child in the least restrictive educational programs and provide access to academic resources and services, and extracurricular and enrichment activities available to all students and make educational and school placement decisions based on the best interest of the child;
- c) Provide educational services for foster children living in emergency shelters;
- d) Designate a staff person as the educational liaison for foster children. The educational liaison must ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children, and assist foster children when transferring from one school or district to another by ensuring the proper transfer of credits, records and grades;
- e) Compile and transfer the complete educational record, including full or partial credits earned and the current classes and grades, of a transferring foster child to the next educational placement;
- f) Ensure the proper and timely transfer between schools of students in foster care;
- g) Within two business days of receipt of a transfer request or notification of enrollment from the new local educational agency, transfer the student and deliver the student's complete educational information and records to the next educational placement;

- h) Ensure that no lowering of grades will occur as a result of a foster student's absence due to a change in placement by a court or placing agency, or due to a verified court appearance or related court activity;
- i) Within 30 days of transferring, after the completion of the second year of high school, students must be notified that s/he may be exempt from local graduation requirements and that this exemption continues after the court's jurisdiction over a foster child ends, when a homeless student is no longer homeless, when a student is no longer under the jurisdiction of a juvenile court, or when the student no longer lives in the household of an active duty service member; (Ed. Code § 51225.1(d));
- j) Accept coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, even if the student did not complete the entire course; and must issue full or partial credit for the coursework completed. For students living in active duty military households, "public schools" include schools operated by the United States Department of Defense. (Ed. Code § 51225.2(b));
- k) Students may not be required to retake a course satisfactorily completed elsewhere. If the student did not complete the entire course, the school district or county office of education may not require that the student retake the portion already completed, unless the school district or county office of education, in consultation with the holder of the student's educational rights, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the student must be enrolled in the same or equivalent course in order to continue and complete the entire course (Ed. Code § 51225.2(b) and (d));
- l) Students may not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California (Ed. Code § 51225.2(e));
- m) Exempt students transferring between schools at any time after the completion of his/her second year of high school from all coursework and other requirements adopted by the district's governing board that are in addition to the statewide coursework requirements for graduation found in Education Code section 51225.3, unless the district makes a finding that the student is reasonably able to complete the district's graduation
- o) Within 30 calendar days of the school transfer, the school district must notify a student who may qualify for the exemption from local graduation requirements, his or her parent/guardian, the person holding the right to make educational decisions for the student, the foster youth's social worker, a former juvenile court student's probation officer, and, in the case of homeless students, the school district's liaison for homeless students, of the availability of the exemption from local graduation requirements and whether the student qualifies for the exemption (Ed. Code § 51225.1(d)(1) - (4)) If the school district fails to provide timely notice of these rights, the student will be eligible for the local graduation requirements exemption even after the student is no longer: (1) homeless, (2) in foster care, (3) under the juvenile court's jurisdiction, or (4) living in the household of an active duty military service member, if the student otherwise qualifies for the exemption. (Ed. Code § 51225.1(d).);
- p) Students exempted from local graduation requirements who complete statewide coursework requirements before the end of their fourth year of high school may not be required or asked to graduate before the end of their fourth year of high school, if otherwise entitled to remain in attendance. (Ed. Code § 51225.1(e).);
- q) If a student is exempted from local graduation requirements, the school district must notify the student and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and must provide information about transfer opportunities available through the California Community Colleges (Ed. Code § 51225.1(f));
- r) Students eligible for the exemption from local graduation requirements and who would otherwise be entitled to remain at the school, shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses necessary to attend an institution of higher education, regardless of whether those courses required for statewide graduation requirements (Ed. Code § 51225.1(g));
- s) If a student is not exempted from local graduation requirements or has previously declined the exemption, the school district must exempt the student at any time if he/she requests and qualifies for the exemption (Ed. Code § 51225.1(h));
- t) Once exempted from local graduation requirements, the school district shall not revoke the exemption (Ed. Code § 51225.1(i)); the student transfers to another school or school district (Ed. Code § 51225.1(j)(1));

- v) If a homeless student is exempted from local graduation requirements, the exemption must continue to apply after the student is no longer homeless while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(2));
- w) If a former juvenile court school student is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court’s jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1 (j)(3));
- x) For students living in active duty military households, the exemption will continue to apply after: (1) a student transfers to another school or school district, or (2) a student no longer meets the “child of military family” definition. (Ed. Code § 51225.1 (j)(4).);
- y) A school district may not require or request that students transfer schools in order to be exempted from local graduation requirements (Ed. Code § 51225.1 (k)); and
- z) Transfer requests may not be made on a student’s behalf solely to qualify the student for an exemption under this section. (Ed. Code § 51225.1 (l).)

Complaints of non-compliance may be filed under the local educational agency's Uniform Complaint Procedures. A complainant not satisfied with the local education agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE’s receipt of the appeal. (Ed. Code §§51225.1(m) and 51225.2(f).)

JUVENILE COURT STUDENTS – GRADUATION REQUIREMENTS AND CONTINUING EDUCATION OPTIONS [EC

48645.7] In addition to being exempt from local graduation requirements and the right to receive credit for coursework completed while in juvenile court schools, Assembly Bill 1124 provides more extensive graduation and continuing education options for juvenile court students who have qualified for a diploma. Education Code section 48645.7 requires that county offices of education notify juvenile court students who have qualified for a diploma, their educational rights holders, and their social workers or probation officers of the following:

- (1) The student’s right to a diploma without having to complete coursework or other requirements that are in addition to statewide graduation requirements (Ed. Code §§ 48645.7(a)(1)(A) and 48645.5(d));
- (2) How taking coursework and other requirements adopted by the governing board of the county office of education, or continuing education upon release from the juvenile detention facility will affect the student’s ability to gain admission to a postsecondary educational institution (Ed. Code § 48645.7(a)(1)(B));
- (3) Information about transfer opportunities available through the California Community Colleges (Ed. Code § 48645.7(a)(1)(C));
- (4) The student’s or, if a minor, the education rights holder’s option to allow the pupil to defer or decline the diploma in order to take additional coursework if the county office of education makes a finding that the student could benefit from the additional coursework and graduation requirements adopted by the county office of education. (Ed. Code § 48645.7(b).); When deciding whether to decline the diploma, the county office of education must advise the student, or if a minor, his/her educational rights holder, whether the student is likely to do all the following upon his/her release from a juvenile detention facility:
 - a. Enroll in a school operated by a local educational agency or charter school;
 - b. Benefit from continued instruction; and
 - c. Graduate from high school. (Ed. Code § 48645.7(c).)

Complaints of non-compliance with juvenile court students’ graduation and continuing education rights may be filed with the local educational agency under its Uniform Complaint Procedures. A complainant not satisfied with the local educational agency’s decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE’s receipt of the appeal. (Ed. Code § 48645.7(e).)

PREGNANT AND PARENTING STUDENT RIGHTS The Rights and options available to pregnant and parenting students. (Ed. Code § 222.5 and 221.51). Local educational agencies (including school districts and charter schools):

- a. Shall not apply any rule concerning a student’s actual or potential parental, family, or marital status that treats students differently on the basis of sex.
- b. Shall not exclude nor deny any student from any educational program or activity, including class or

extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefore.

- c. May require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.
- d. Pregnant or parenting students shall not be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
- e. Shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition. (Ed. Code § 46015)
 - a(1) pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise the right. Failure to notify the school shall not reduce these rights.
 - (2) A pregnant or parenting student who does not wish to take all or part of the parental leave to which s/he is entitled shall not be required to do so.
 - (3) A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.
 - (4) When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program.
 - (5) During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements.
 - (6) A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave.
 - (7) Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.
 - (8) Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when It is necessary in order for the student to be able to complete state and nay local graduation requirement, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
 - (9) A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency.
 - (10) A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
 - (11) A student shall not incur an academic penalty as a result of his or her use of accommodations.
 - (b) A complaint of noncompliance with these requirements may be filed with the district under its Uniform Complaint Procedures.

UNIFORM COMPLAINTS – ELEMENTARY SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL MINUTES

[EC§§51210, 51223] Students in an elementary school maintaining grades 1-8 are required to receive a minimum of 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding the failure to comply with these physical education instructional minute requirements may be filed under the Uniform Complaint Procedures. Complainants not satisfied with the district's decision may appeal to the California Department of Education (CDE) and receive a written decision from the CDE within 60 days.

WILLIAMS COMPLAINT PROCEDURE [EC§§35186, 37254, 48985, 52378] Deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to students or staff, and teacher vacancies or misassignments, fall under the Williams Act. Parents should use the aforementioned Uniform Complaint Procedure, with the following modifications, to file a complaint. Forms are available, free of charge, at the school office, but you need not use the form to make a complaint. Forms should be turned into the principal or designee who will make every reasonable attempt to investigate. Complaints beyond the site authority will be forwarded to the district within 10 days. Complaints may be filed anonymously. If the complainant identifies him/herself, a response may be requested and will be sent to the mailing address on complaint. If the district is required to provide material in a foreign language, based on California Department of Education census data, and if requested, the response and report will be written in English and the language in which the complaint was filed. The form has a checkbox to request a response and indicates where to file the form. It should take no longer than 30 days to remedy a valid complaint. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe. If you are not satisfied with the resolution, you may describe the complaint to the Governing Board at a regularly scheduled meeting. Quarterly, the district reports the number of resolved and unresolved complaints and summarizes data regarding complaints and resolutions to the county superintendent and the local Governing Board in public session making it part of the public records.



MISCELLANEOUS

MANAGEMENT PLAN FOR ASBESTOS-CONTAINING MATERIAL The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office.

HERBICIDE/PESTICIDE USE Only fully certified pesticides can be used on school grounds. Pesticides used at our schools may include the following (active ingredient follows in parenthesis): Masterline (*bifenthrin*), Permethrin (*permethrin*), Roundup®, and Termidor (*fipronil*). To receive notification of pesticide applications at a particular school or facility, provide a written request to the school office.

IMAGES The district may produce printed, audio, visual, or digital materials (i.e., displays, brochures, newsletters, district websites/social media) that include the names and/or images/recordings of students participating in their educational program for the purpose of increasing public awareness, promoting the continual improvement of educational programs, and/or teacher training. Foster Youth are exempt and require active consent for publication of student images and names. Any other parent/guardian who objects must notify the Office of the Superintendent, in writing, to not release the student's image or name. Such requests must be renewed annually within 20 days of enrollment. Images of groups of students, such as at a school event (i.e., pep rallies, school-wide activities) may be published provided that students' names are not included for those whose parents/guardians have presented the aforementioned request to the Office of the Superintendent.

STUDENT WORK DISPLAYED ON WEBSITE Student work (their artwork, etc.) may be published on district or school websites unless the parent submits a letter in writing to the Office of the Superintendent requesting otherwise. Such requests must be renewed annually, within 20 days of enrollment.

FINGERPRINTING PROGRAM [EC§32390] Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. This district has not adopted such a program.

DISSECTION OF ANIMALS [EC§32255] If a pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project for the purpose of providing the pupil an avenue for obtaining the knowledge, information, or experience required by the course

of study in question. The alternative project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project, nor shall the pupil be discriminated against based upon his/her decision to refrain from participation.

TESTS/SURVEYS ON PERSONAL BELIEFS [EC§§51513, 60614, 60615; PPRA, 20 USC; NCLB] Unless you and your children over 18 give written permission, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about your child's, or his/her parents' or guardians' personal beliefs or practices in politics, mental health, anti-social, illegal, self-incriminating, or demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility in a program or for receiving assistance), sex, family life, morality, or religion. Parents may also opt out of their child supplying information to be used for marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The district has developed policies relating to the surveys and personal information.

STUDENTS MAY NOT LEAVE SCHOOL SITE All schools within the Enterprise Elementary School District have a closed campus policy, and therefore, students may not leave campus at any time during the school day.

SCHOOL ACCOUNTABILITY REPORT CARD [EC§§33126, 32286, 35256, 35258, 52056] The School Accountability Report Card, published annually on or before February 1, contains information about the district and schools, its programs, and its progress toward stated goals. It is available on each school's website, and a copy will be provided to you upon request.

CAL GRANT PROGRAM To 11th grade students and parents/guardians of 11th grade students: 11th grade students will be automatically deemed Cal Grant applicants unless the student, or student's parent/guardian if student is a minor, opts out within 30 days of receiving notice.



The Enterprise Elementary School District Family of Schools



**ALTA MESA
ELEMENTARY
SCHOOL (TK-5)**

2301 Saturn Skyway, Redding, 96002
530-224-4130 * 530-224-4131 (Fax)
Preschool 530-224-4139
ACE 530-224-4225
Ryan Miller, Principal
Kaylene Elliott, School Secretary
Michelle Poland, Student Services Clerk
Camay Bryant, Health Clerk



**BOULDER CREEK
SCHOOL (TK-8)**

505 Springer Drive, Redding, 96003
530-224-4140 * 530-224-4141 (Fax)
Preschool 530-224-4148
YMCA 530-224-0952
Tina Croes, Principal
Stephanie Dahlberg, Assistant Principal
Courtney Haedrich, Assistant Principal
Deanna Barnes, School Secretary
Devin McComas, Student Services Clerk
Andrea Wilson, Health Clerk



**LASSEN VIEW
ELEMENTARY
SCHOOL (TK-5)**

705 Loma Vista Drive, Redding, 96002
530-224-4150 * 530-224-4151 (Fax)
Preschool 530-224-4477
ACE 530-224-4159
Caryn Emerson, Principal
JoNeal Hansen, School Secretary
Morgan Herrmann, Student Services Clerk
Nora Valera Farias,, Health Clerk



**MISTLETOE SCHOOL
(TK-8)**

1225 Mistletoe Lane, Redding, 96002
530-224-4160 * 530-224-4161 (Fax)
Preschool 530-224-3232
ACE 530-224-4169
Cody Brawley, Principal
Kristen Cotton, Teacher on Assignment
Susan Barton, School Secretary
Tracy Hart, Student Services Clerk
Debbie Fisher, Health Clerk



**PACE ACADEMY
(K-8)**

3200 Adams Lane, Redding, 96002
530-224-4236 * 530-224-4238 (Fax)
Joshua McAuliffe, Principal
Melody Mugridge, School Secretary &
Student Services Clerk



**PARSONS JUNIOR
HIGH SCHOOL
(6-8)**

750 Hartnell Avenue, Redding, 96002
530-224-4190 * 530-224-4191 (Fax)
ACE 530-224-4222
Darin Pust, Principal
Elise Towers, Assistant Principal
Kyle Vierra, Assistant Principal
Izetta McKenzie, School Secretary
Terri Welch, Student Services Clerk
Health Clerk



**REDDING
COLLEGIATE
ACADEMY (K-12)**

3200 Adams Lane, Redding, 96002
530-224-4240 * 530-224-4230 (Fax)
Chuck Seligman, Principal
Tamara Adcock, School Secretary
Shada Carlson, Student Services Clerk



**ROTHER ELEMENTARY
SCHOOL (TK-5)**

795 Hartnell Avenue, Redding, 96002
530-224-4170 * 530-224-4171 (Fax)
Preschool 530-224-4178
ACE 530-224-4179
Adam Grooms, Principal
Lora Thomas, School Secretary
Jessica Millimaki, Student Services Clerk
Beth Burdett, Health Clerk



**SHASTA MEADOWS
ELEMENTARY SCHOOL
(TK-5)**

2825 Yana Avenue, Redding, 96002
530-224-4180 * 530-524-4181 (Fax)
Preschool 530-224-4189
ACE 530-224-4184
Scotti Gold, Principal
Erin Silva, School Secretary
Laura Gamsby, Student Services Clerk
Alison Graham, Health Clerk

ENTERPRISE ELEMENTARY SCHOOL DISTRICT 2022/2023 SCHOOL CALENDAR

JULY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST (11)				
M	T	W	T	F
				1
				2
				3
				4
				5
				8
				9
				10
				11
				12
	15	16	17	18
	22 ⁺	23	24	25
	29 ⁺	30	31	

SEPTEMBER (21)				
M	T	W	T	F
				1
				2
5	6	7	8	9
12 ⁺	13	14	15	16
19 ⁺	20	21	22	23
26 ⁺	27	28	29	30

OCTOBER (20)				
M	T	W	T	F
3 ⁺	4	5	6	7
10 ⁺	11	12	13	14
17 ⁺	18	19	20	21
24 ⁺	25	26	27	28
31				

NOVEMBER (16)				
M	T	W	T	F
				1
				2
				3
				4
7 ⁺	8	9	10	11
14 ⁺	15 ⁺	16 ⁺	17 ⁺	18 ⁺
21	22	23	24	25
28 ⁺	29	30		

DECEMBER (16)				
M	T	W	T	F
				1
				2
5 ⁺	6	7	8	9
12 ⁺	13	14	15	16
19 ⁺	20	21	22 ⁺	23
26	27	28	29	30

JANUARY (15)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23 ⁺	24	25	26	27
30 ⁺	31			

FEBRUARY (15)				
M	T	W	T	F
				1
				2
				3
6 ⁺	7	8	9	10
13 ⁺	14	15	16	17
20	21	22	23	24
27 ⁺	28			

MARCH (23)				
M	T	W	T	F
				1
				2
				3
6 ⁺	7 ⁺	8 ⁺	9 ⁺	10 ⁺
13 ⁺	14	15	16	17
20 ⁺	21	22	23	24
27 ⁺	28	29	30	31

APRIL (14)				
M	T	W	T	F
3 ⁺	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24 ⁺	25	26	27	28

MAY (22)				
M	T	W	T	F
1 ⁺	2	3	4	5
8 ⁺	9	10	11	12
15 ⁺	16	17	18	19
22 ⁺	23	24	25	26
29	30	31		

JUNE (7)				
M	T	W	T	F
				1
				2
5 ⁺	6	7	8	9 ⁺
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 185 Teacher Work Days (8/15)
- 08/17 First Day for Students
- 180 Student Days
- Certified Staff Development Days 8/15, 10/31, 01/09, 4/17
- Classified Staff Development Days 8/15, 8/16, 10/31, 01/09
- Instructional Recesses
- Emergency Day if needed (Snow) 06/12**
- Certified Staff Development Buy Back Day 06/13
- Legal Holidays
- 09/05 Labor Day
- 11/11 Veterans Day
- 11/21 – 11/25 Thanksgiving Recess
- 12/23 – 1/09 Christmas Recess
- 01/16 Martin Luther King Day
- 2/20 – 2/24 February Recess
- 02/20 Presidents' Day
- 02/21 Lincoln's Birthday (Observed)
- 04/10 – 04/17 Spring Recess
- 05/29 Memorial Day

- Trimester Dates**
- 10/27 1st
 - 02/16 2nd
 - 06/09 3rd
- 06/09 Last Day for Students

- Parent Conference Dates to Remember**
- 11/14 - 11/18 K-8 Parent/Teacher Conference
 - 03/06 - 3/10 K-8 Parent/Teacher Conference

**If Emergency Day (06/12) is not needed, the Staff Development Buy Back Day will be moved to 06/12