



MIDDLE SCHOOL ATHLETIC HANDBOOK

5000 W. Cypress Avenue
Visalia, California 93277

VISALIA UNIFIED SCHOOL DISTRICT ATHLETICS PROGRAM PHILOSOPHY STATEMENT

The Visalia Unified School District (VUSD) believes that an athletics program provides opportunity for students to acquire tools for lifelong personal growth and fulfillment of potential. These tools include self-discipline, ability to work as part of a team, perseverance, desire to play fair, and grace in winning and losing. Furthermore, lifelong participation in physical activity is valuable for physical and mental health and fitness.

In order to provide the greatest benefit to participants, Visalia Unified School District will provide adult role models who exemplify the kind of behavior and leadership to be developed from the program. The district commits to provide, within the limits of available resources, competitive programs for all who wish to participate.

While the district takes great pride in winning, we do not condone winning at any cost and discourage any and all pressures, which lead to poor sportsmanship and neglect good physical and mental health. At all times, the athletics program will be conducted in a way that is complementary and supportive of the educational program at Visalia Unified School District.

GENERAL INFORMATION

SPORTS OFFERED

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Girls Volleyball	Basketball	Softball
Football	Soccer	Baseball
Cross Country	Wrestling	Track

Each season runs approximately ten (10) weeks. Practices are usually scheduled Monday through Thursday; however, scheduling and weather conditions, including poor air quality, may force alternate days and times.

LEVELS OF PLAY

The varsity team will be comprised of 8th grade students only. The junior varsity team will be comprised of 7th grade students only. Wrestling is the exception as competition is determined by weight class. Seventh grade students may substitute for eighth grade players who are not able to participate for tournament play **only as needed to complete a team or roster**.

Students are limited to one sport per season.

Once the first contest has been played, rosters are established for the season.

TRANSPORTATION

When transportation is provided by VUSD to an event, the student must return by the same means unless returning with a parent/legal guardian.

An after school activity bus is available on a limited basis. Check with your school site for route stops.

SPECTATOR FEES

All Visalia middle schools will be charging a spectator fee of \$2.00 for the following athletic events: Volleyball, Basketball, Wrestling, and Track Invitationals.

*Children under 5 free.

EXPECTATIONS OF ATHLETES

PARTICIPATION

Athletics are voluntary. Participation in athletics does not guarantee equal playing time. Participation on a sports team is a revocable privilege. With that privilege come responsibilities to maintain the established standards of conduct of this district as defined in the Activity Code and Code of Ethics both on and off the field.

Students may only compete in a league meet/competition as a member of their school team, based on the school in which they are enrolled at the time of the competition. Students who are not part of their school team may not independently compete in a league meet/competition.

ATHLETICS AS PART OF THE EDUCATIONAL PROGRAM

Athletics are just one of many parts of the education program that is provided you. The reason you are in school is to learn and therefore academics will always come first. Maintaining your academic eligibility is your responsibility, not your coaches or teachers. Eligibility can also be lost because of poor attendance or citizenship. Participating in athletics and being on a team may mean sacrifices. The commitment an athlete makes to his/her team and coach requires that choices be made and priorities kept.

BEING A PART OF THE TEAM

Athletes learn many skills to play their chosen sport but the most important skill that must be learned is to be a part of the team. To be successful, every member of the team must work together to make the whole greater than the sum of the parts.

COMING READY TO PLAY

Athletes should come to practice on time, ready to listen and ready to learn. Athletes should be prepared physically and mentally for the season. This includes training in the preseason and taking care of your body and mind during the season.

CONDUCT ON AND OFF THE FIELD

On the field: athletes are respectful towards their teammates, coaches, opponents, fans and officials. They play by all the rules of the game all the time.

On campus: athletes set an example of good citizenship. They help promote school spirit and they should strive to be positive leaders in school activities.

In the classroom: athletes show respect for teachers and fellow students. Students will bring all materials needed for success in school daily. This includes their PE uniform.

At all times: athletes represent their team, school and community. Athletes should be conscious of their appearance and manners at all times.

SPORTSMANSHIP

Athletics mean more than competition between individuals or teams representing different schools. It is a means of learning the lessons of life. Winning and losing are a part of competition and it should be done with modesty in victory and graciousness in defeat.

<p><u>Parent and Athlete signatures are required on the Athletic Clearance/Data Form</u></p>

EXPECTATION OF PARENTS

KEEPING ATHLETICS IN PERSPECTIVE

Emphasize that academics always come first. This includes dressing out and participating in Physical Education.

Assist the student to structure time wisely so that athletics do not interfere with academics.

Use athletics as a way to teach our children how to react and interact with other people during tense situations. Help your athlete understand that athletic ability varies with body maturity and that effort is just as important as natural ability.

SUPPORTING YOUR STUDENT ATHLETE

Encourage participation by both girls and boys. Allow the student to select the sport based on their perceived ability and likes. Provide a pressure free environment regarding scholarship expectations.

Be supportive of your athlete; see that they get their medical needs met; see that they have proper equipment; attend as many of your child's contests as possible.

Stress the importance of the complete athlete, both mental and physical preparation.

Do not emphasize quitting as the best way to solve problems, but rather perseverance.

SUPPORTING THE PROGRAM

Be supportive of the coaching staff. Go to all meetings requested by coaches. Being on a successful team is important to your athlete, support the coaches' preparation plan. Talk to your athlete frequently about how things are going with his/her sport. Make arrangements to talk to the coaches privately and early about perceived problems.

During the season, take into consideration practice and games when planning family events.

In the event that your student plays a club sport, school contests take precedence. Please see contract.

Understand the needs of the particular sports. Some take more equipment, some take more time, and others may call for some form of year-round preparation.

Support the district policy of no profanity, alcohol, illegal drugs, or tobacco.

Model positive behavior towards everyone involved in the event as described in the Code of Ethics.

ROLE MODELING/PROFESSIONALISM

Because youths are impressionable, many athletes imitate the action of their parents. Parents should model exemplary behavior on and off the field, and encourage their athlete to do the same.

As spectators, parents should refrain from communicating with participants, coaches and officials until the completion of the event.

Parent and Athlete signatures are required on the Athletic Clearance/Data Form

ACTIVITY CODE

ACADEMICS

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in student activities (as defined in Administrative Regulation 5121.2.

1. A rubric average of 2.3 during each six-week grading period.

2. Should an individual fall below the above requirement, a six-week probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in student activities during the next grading period (six-weeks) and until his/her grades meet the academic standards at the regular grade reporting period.
3. Students who receive four (4) or more "unsatisfactory" citizenship marks (Rubric Score of 1) may not participate in extra-curricular activities until the next regular reporting period. This includes after-school athletics. "Unsatisfactory" citizenship marks must come from two (2) separate teachers.

ACADEMIC ELIGIBILITY

1. Eligibility for participation is determined at the end of each six-week grading period using our Standard Based Report Card criteria.
2. Transfer students from within the district must meet all VUSD eligibility guidelines.
3. Transfer students from outside the district have one grading grace period. Former VUSD students do not have this grace period.
4. Athletic eligibility is limited to two (2) years in any one (1) sport.
5. Students are not declared "re-eligible" or "off probation" until the computer printout is issued (approximately two weeks after each grading period).
6. Students who are ineligible or on probation with grades in the eighth grade, will enter the ninth grade on probationary status. This includes all students who are required to attend eighth grade summer school as a condition of promotion.

ATTENDANCE

Students shall be in attendance all periods of the day of the event/practice (or in attendance the day prior on a weekend event/practice) unless excused by the Principal, or designee, of his/her school in advance or be ineligible for the first event following administrative contact.

CITIZENSHIP/ATTITUDE

Students are expected to display satisfactory citizenship and attitude as a participant in extracurricular activities. Every incident will be treated as an individual case and judged on its own merit. The seriousness of the offense, conditions under which it occurred, and the student's past school record are factors to be considered. The student's athletic director/administrator reserves the right to decide the course of action that will be taken. Situations that involve administrative intervention in compliance with the Secondary School Discipline Guidelines will result in suspension from participation in extra-curricular activities.

TOBACCO (CHEW, CIGARETTES, POSSESSION OR USE OF)

Each incident will involve action as prescribed by the Visalia Unified School District Conduct Code. Violations may result in suspension from participation in extra-curricular activities.

ALCOHOL, DRUGS, NARCOTICS

Possession, use, sale, furnishing, or being under the influence of alcohol, drugs, or narcotics, or any kind of controlled substance listed in Health & Safety Code 11053, will result in suspension from participation in extra-curricular activities for a period of up to five (5) weeks.

PARENT/ATHLETE CONCUSSION INFORMATION

AB25, EDUCATION CODE 49475

All Student athletes and their parent/guardian must receive information about concussion and head injury before beginning athletic competition. Students suspected of sustaining a concussion or head injury must be removed from play and not allowed to return to the sport until he/she is evaluated by and receives a written clearance from a licensed health care provider trained in the management of concussion and head injury.

INFORMATION PROVIDED BY HEADS UP/CONCUSSION IN YOUTH SPORTS PROGRAM

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 rapidly 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.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after injury.

If an athlete reports **one or more** symptoms of concussion listed below after a bump, blow, or jolt to the head or body, s/he should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's okay to return to play.

<i>SIGNS OBSERVED BY COACHING STAFF</i>	<i>SYMPTOMS REPORTED BY ATHLETE</i>
Appears dazed or stunned	Headache or “pressure” in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsy	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (even briefly)	Feeling sluggish, hazy, foggy or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events prior to hit or fall	Confusion
Can't recall events after hit or fall	Just not “feeling right” or “feeling down”

CONCUSSION DANGER SIGNS

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. An athlete should receive immediate medical attention if after a bump, blow, or jolt the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that not only does not diminish, but gets worse
- Weakness, numbness or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated

- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

WHY SHOULD AN ATHLETE REPORT THEIR SYMPTOMS?

If an athlete has a concussion, his/her brain needs time to heal. While an athlete's brain is healing, he/she is much more likely to have another concussion. Repeat 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 their brain. They can even be fatal.

WHAT SHOULD YOU DO IF YOU THINK YOUR ATHLETE HAS A CONCUSSION?

If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it is okay to return to play.

Rest is the key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.

REMEMBER - Concussions affect people differently. While most athletes with concussion recover quickly and fully, some people will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

It's better to miss one game than the whole season. For more information on concussions, visit: www.cdc.gov/Concussion.

SUDDEN CARDIAC ARREST INFORMATION

WHAT IS SUDDEN CARDIAC ARREST?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. It's an abnormality in the heart's electrical system or structure that abruptly stops the heartbeat. It's fatal in 92% of cases, if not properly treated within minutes. Abnormalities may be genetic or congenital, and may become more pronounced as children grow.

HOW COMMON IS SUDDEN CARDIAC ARREST IN THE UNITED STATES?

There are 300,000 cardiac arrests outside hospitals each year. About 7,000 patients under the age of 25 die of SCA each year. In general, SCA affects males 4 times more than females and occurs during exercise 60% of the time, putting athletes at a higher risk.

The following factors increase risk of SCA:

- Family history of known heart abnormalities, heart conditions, or sudden death before age 50
- Family members with unexpected fainting, seizures, drowning, near drowning or car accidents
- Known structural heart abnormalities, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants or excessive energy drinks

ARE THERE WARNING SIGNS?

SCA often has no warning signs; the first symptom could be death. Although SCA happens unexpectedly, some people may have the following signs or symptoms:

- Racing heart, palpitations or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

WHAT ARE THE RISKS OF PLAYING OR PRACTICING AFTER EXPERIENCING THESE SYMPTOMS?

The risk associated with continuing to play or practice after experiencing these symptoms may lead to SCA. When the heart stops, so does the blood flow to the brain and other vital organs. Death or permanent brain damage may occur in just a few minutes.

Athletes and parents often don't want to jeopardize their playing time, so they may avoid telling the coach of their symptoms in hopes that they will just disappear on their own. Some may think that they are out of shape and just need to train harder. Athletes need to know that if they experience any of the noted warning signs, it is important to get medical attention immediately.

REMOVAL FROM PLAY/RETURN TO PLAY:

- Any student athlete who experiences warning signs of SCA must be removed from play. The symptoms may happen before, during or after activity. Play includes all athletic activity.
- Before returning to play, the athlete must be evaluated and receive medical clearance from a licensed physician or cardiologist. A licensed physician's assistant or registered nurse practitioner may consult with a licensed physician.

STEROID WARNING

Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damage liver function. Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.

As a requirement in participating in student athletes, students must pledge not to use androgenic/anabolic steroids and dietary supplements banned by the U.S. Anti-Doping Agency and the substance synesphrine, unless with a written prescription from a licensed health care practitioner to treat a medical condition.

PERIOD OF ENFORCEMENT

This activity code takes effect with the initiation of school activities in August and terminates with the last activity in June. It is also in effect at any time in which students participate as representatives of the school. Ineligibility created by suspension from activities that are not completed by end of spring semester will be carried over for completion at the beginning of the fall semester.

SUSPENSION FROM PARTICIPATION

Situations that involve administrative intervention in compliance with the Visalia Unified School District Conduct Code will result in suspension from participation in extra-curricular

activities for a period up to five (5) weeks. The athletic director will be consulted in all incidents by the Administrator directly involved. The athletic director/Administrator will then notify the student and parent of the suspension from participation.

Suspension from participation in extra-curricular activities is in direct proportion to suspension from school

- e.g.
- 1 day school suspension = 1 week suspension from extra-curricular activity
 - 2 day school suspension = 2 weeks suspension from extra-curricular activity
 - 3 day school suspension = 3 weeks suspension from extra-curricular activity
 - 4 day school suspension = 4 weeks suspension from extra-curricular activity
 - 5 day school suspension = 5 weeks suspension from extra-curricular activity
 - (1 day ISS = is same as out of school suspension)

PENALTIES

Disciplinary action will be imposed by the coach, athletic director and/or administration.

PHYSICAL ASSAULT

Any student who physically assaults the person of a game or event official shall be immediately ejected from the athletic event and could be banned for the remainder of the season and/or year. A game or event official is defined as a referee, umpire or any other official assigned to interpret or enforce rules competition at an event.

APPEALS

Appeals of a suspension from participation in extra-curricular events other than academics and attendance may be made by the student to the school site administration. School site administration decisions are final.

Extracurricular is defined as those activities outside of the normal class time in which students represent the school in competition or travel.

QUITTING DURING THE SEASON

Any student who quits a team before the end of a season will be ineligible from participating during the next season. A 7th grader who quits a spring sport will be ineligible during the fall season of their 8th grade year.

Parent and Athlete signatures are required on the Athletic Clearance/Data Form

GRIEVANCE PROCEDURE

The grievance process is intended to be a process whereby concerns of alleged unfair treatment of athletes can be addressed in a timely manner. It is our belief that a quick and honest discussion between all parties will result in the positive resolution of concerns.

The lists below of legitimate and non-legitimate grievances are intended to be guidelines, not an all-inclusive list.

Legitimate Grievances:

1. Failure to provide due process in disciplinary action
2. Failure to provide a fair opportunity to compete to make the team (cut-off)
3. Mistreatment of athletes:
 - Putting students down
 - Foul/inappropriate language
4. Any violation of an adopted code: ethics\conduct\activity

Non-legitimate Grievances:

1. Athlete not given enough playing time
2. Athlete not playing the right position
3. Strategies used by the coach
4. The win/loss record of the team or coach

It is the intent that problems be resolved before coming to the formal grievance process. When a problem or concern develops between a student/parent and coach and a meeting or discussion has been held but resolution was not achieved, the following procedure and time line should be followed:

1. At the request of the student/parent, a meeting shall be held including the student/parent, coach and athletic director. This meeting should take place within five (5) working days of the statement that a problem exists, which requires intervention. It is hoped that an acceptable solution will be agreed upon. Whether or not agreement is reached, an outcome of the meeting should be the clarification of:
 - a. the nature of the problem - what part of which code was violated
 - b. reason(s) for the problem
 - c. prior communication has taken place, from either or both parties
 - d. efforts that have been made to correct the situation
 - e. acceptable solutions for or expectation of each party

If the problem is resolved to everyone's satisfaction, a written statement of the conference should be generated by the athletic director and kept on file.

If the problem is not resolved, and the student/parent decides to pursue the grievance process, a written summary of the student/parent concern and a summary of the conference are to be submitted by the athletic director and student/parent to the site principal for further consideration.

2. The principal/designee shall conduct a meeting as soon as possible, but no later than seven (7) working days from receipt of the grievance, with the student/parent, coach, athletic director, and other personnel deemed necessary. Whatever the determination of the principal, a written summary of the conference will be developed by the principal and filed with the Area Administrator of Secondary Education for future reference or action.

If agreement is reached and the problem is resolved, no further action is necessary.

If the problem is not resolved to the student/parent's satisfaction, a written appeal shall be submitted, no later than five (5) school days after the decision of the principal, to the Area Administrator of Secondary Education. Upon receipt of the appeal, the Area Administrator will hold a meeting with the grievance committee made up of two (2) district administrators and the Area Administrator. The decision of the appeal by the administrative panel will be final.

As a school district, we welcome calls and/or conferences with parents and community members at large who have concerns about our policies or practices. It is imperative that we know when and what concerns students and parents have. Adjustments/changes in our policies or regulations will, to some degree, reflect the concerns expressed. However, grievances and appeals about our athletic policy and regulations must be based on violations of section(s) of the adopted codes of conduct, activities, or ethics.

ETHICS IN SPORTS

POLICY STATEMENT

The Visalia Unified School District is committed to the exhibition of sportsmanlike and ethical behaviors in and around all athletic events. All contests must be safe, controlled, fair, courteous and orderly for all athletes and fans.

It is the intent of VUSD that violence in any form not be tolerated. In order to enforce this policy, VUSD has adopted rules and regulations, which set forth the manner of enforcement of this policy and the penalties incurred when violation of the policy occurs.

The VUSD shall require that the following Code of Ethics be issued to each athlete each year and will require signing by student athletes and parent(s)/guardian(s) each year prior to participation.

CODE OF ETHICS

All coaches, parents, and athletes alike will:

- Uphold the ideas of sportsmanship and fair play at all times.
- Show courtesy to visiting teams and officials.
- Respect the integrity and judgment of sports officials.
- Achieve a thorough understanding and acceptance of the rules of the game.
- Uphold the standards of conduct and the standards of eligibility.
- Encourage camaraderie and good will by all the players on the team.
- Recognize that the purpose of athletics is to promote the physical, mental and social well being of all participants.
- Remember that an athletic contest is only a game, not a matter of life and death for players, coaches, fans, schools or towns.

Parent and Athlete signatures are required on the Athletic Clearance/Data Form

Rev. 4/23/15

Students

AR 5145.3(a)

NONDISCRIMINATION/HARASSMENT

Interventions & Discipline (Grades K-12)

School Level Supervision and Intervention

1. All staff (teachers, classified & management) will be respectful and civil with all groups of students and adults. They will refrain from use of inappropriate humor, teasing or sarcasm. All staff serve as adults responsible for intervening and maintaining a safe, civil and respectful environment in classrooms and the overall school setting.
2. All administrative staff, including the principal, must be out on campus and get to know a variety of students from all groups. All school actions and activities shall be respectful of student/staff diversity and promote a school climate of safety, civility and accountability.
3. Counselors in grades 9-12 will establish a high presence on campus especially during student lunchtime and after school. The goal is to actively interact (engage in conversations and discussions) with students and build positive relations with all groups of students.
4. Campus Supervisors (7-12) and yard supervision staff (K-6) serve in the important role of student-relations liaisons. They must actively engage students from all groups and build positive relations. Part of their job is to know what is going on and be the eyes and ears of the administration.

Discipline Response

1. All staff will make a commitment to be hyper-vigilant with respect to all racial slurs and inappropriate racial comments. Even when someone of the same race makes a racial slur or such comments are made among friends or relatives, it will result in immediate action.
2. All staff will make a commitment to be hyper-vigilant with respect to all comments or verbal harassment based on actual or perceived sexual orientation. Even when someone of the same sex or sexual orientation makes inappropriate comments, or such comments are made among friends or relatives, it will result in immediate action.
3. When racial, harassing remarks are made with derogatory intent, the potential for harm and inciting anger are greatly increased. This is defined as a “**hate-motivated**” act. Hate-motivated and/or harassment behaviors as described above will not be tolerated. Hate language is responded to more aggressively than profanity and other name-calling.

Students

AR 5145.3 (b)

NONDISCRIMINATION/HARASSMENT (continued)

Interventions & Discipline (Grades K-12)

4. Repeated offenses will result in the progressive discipline sequence prescribing parent conferences, referrals to school counselor, increased days of suspension, and all other appropriate school actions up to and including possible expulsion.
5. It is important to clearly and repeatedly inform students and parents of these standards and consequences.

6. Victims, particularly those who experience a repeated encounter, must be identified and responded to in a supportive way. This would mean more frequent interaction and support from their school counselor in conference with parents and consideration of referral for other possible services.

Consequences for Threatening, Intimidation, Menacing or Harassing (including sexual harassment, racial slurs and discriminatory conduct) any other person (E.C. 48900 sub-section a and/or k) (E.C. 48900.2) (E.C. 48900.4) Possible removal from campus or separation of student.

Grades K-6

- 1st Offense: Warning to student and/or other alternative consequences up to and including suspension and mandatory parent contact. Also, contact parent of victim.
- 2nd Offense: 1-3 days suspension and mandatory parent contact. Contact parent of victim.
- 3rd Offense: Up to 5-days suspension and mandatory parent contact. Recommendation for possible expulsion or alternative education program. Contact parent of victim.

Note: In the event an allegation of sexual harassment is not resolved informally to the satisfaction of a complainant, the complainant may use the District complaint process for formal resolution of such complaints.

Grades 7-12 *

- 1st Offense: Documented warning and possible 1-day suspension depending on context and intent, mandatory parent contact, counselor reference. Contact parent of victim.

Students

AR 5145.3 (c)

NONDISCRIMINATION/HARASSMENT (continued)

Interventions & Discipline (Grades K-12)

- 2nd Offense: Minimum 1 or 2-day suspension depending on context and intent, mandatory parent contact, counselor reference. Contact parent of victim.
- 3rd Offense: Minimum 3 to 5-day suspension, mandatory parent contact, counselor reference. Possible recommendation for expulsion or alternative education program. Contact parent of victim.

* **This 7-12 section reflects an acceleration of consequences beyond published 2005-06 7-12 VUSD Conduct Code.**

Note: In the event an allegation of sexual harassment is not resolved informally to the satisfaction of a complainant, the complainant may use the District complaint process for formal resolution of such complaints.

Regulation approved: August 1, 2005
Revised: May 1, 2006 by the Board Policy Committee
Students

VISALIA UNIFIED SCHOOL DISTRICT
Visalia, California

NONDISCRIMINATION/HARASSMENT (continued)

E 5145.3

Interventions & Discipline (Grades K-12)

Clarification of Discipline Responses for Grades 7-12: For First and Second Offenses:

Applies to all racial slurs or harassing remarks based on actual or perceived sexual orientation.

**Unhateful
Remarks**

On the **first offense** when a racial slur or harassing remark is used in an unhateful way, even when said by a student of the same race and/or among friends or relatives, it results in a documented conference with student, warning, mandatory parent contact and referral to counselor. Contact parents of other student(s) involved to clarify and emphasize expectation that no such use of racial or harassing slurs will be tolerated at school. On the **second offense** if a racial slur or harassing remark continues to be used even in an unhateful way, it will result in a minimum one-day suspension from school.

**Hate-
Motivated
Remarks**

When racial, harassing remarks are made with derogatory intent, the potential for harm and inciting anger are greatly increased. This is defined as a **“hate-motivated”** act. On the **first offense** when a racial slur or harassing remark is used in a hate-motivated way, it results in a minimum one-day suspension. On the **second offense** if a racial slur or harassing remark continues to be used in a hate-motivated way, it will result in a minimum two-day suspension from school. In administering either of these suspensions, the school will make mandatory contact with the parent of student being disciplined. Make mandatory referral of involved students to be seen by their school counselor/learning director. Make mandatory contact with parent of the victim to explain what transpired, what the school has done and how their student can access further help and/or support if necessary.

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