



3434 Marten Avenue, San Jose, CA 95148
Phone: 408 223-3700 Fax: 408 223-3799
Website: mpesd.org

2024-2025

District Handbook

&

Annual Notifications

PLEASE fill-OUT AND RETURN THE FORMS INCLUDED TO THE SCHOOL AS SOON AS POSSIBLE

Mission

Mt. Pleasant fosters a love of learning by providing a high-quality education in a safe and joyful environment. Students and families engage in a technology-enhanced curriculum led by an exceptional staff who validates the needs of the whole child.

Vision

*Empower * Inspire * Unite*

It is important that the school office be notified immediately of any change in phone number(s) or address. The school must be able to contact parent/caregiver(s) in case of an emergency.

SCHOOL TO HOME COMMUNICATION

MPESD School Leaders communicate with parents/guardians through email, phone calls and text blasts as well as Facebook. Please notify the school office if your phone number or email changes.

The District website, mpesd.org as well as the District, @mountpleasantesd and School Facebook pages are updated frequently with new information. School marquees located in the front of the school will also be periodically updated.

School	Address & Phone	Contact	Email Contact
August Boeger Middle School	1944 Flint Avenue, 408 223-3770	Principal: Ms. Topete Student Advisor: Ms. Pena School Secretary: Ms. Meza	rtopete@mpesd.org mpena@mpesd.org nmeza@mpesd.org
Ida Jew Academy- STEAM.& Valle Vista Elementary	1966 Flint Avenue, 408 223-3750	Principal: Dr. Alvarado Student Advisor: Ms. Pena School Secretary: Mrs. Griffin	aalvarado@mpesd.org cgriffin@mpesd.org
Mt. Pleasant Elementary & Ida Jew Academy- Dual Immersion	14275 Candler Ave 408 258-6451	Principal: Mr. Rodriguez School Secretary: Mrs. Ortega	girodriguez@mpesd.org lortega@mpesd.org
Robert Sanders Elementary	3411 Rocky Mtn. Dr. 408 258-7288	Principal: Ms. Carson School Secretary: Mrs. Garcia	jcarson@mpesd.org cgarcia@mpesd.org

POINTS OF CONTACT

WHERE	AREA	CONTACT INFORMATION
Front Office Support	Enrollment, Grades, Student Records, Attendance, Instructional Support	School Secretary & Principal
Instructional Support	Scheduling, daily lessons, Student Progress, Intervention	Classroom Teacher Principal, Special Ed Case Manager
Technology	Technology, devices, technology issues,	ITHelpDesk@mpesd.org 408 223-3724
Health	Immunizations, Health Conditions, Vision Screenings, School Health Plan, Medication	District Nurse, School Health Clerk Contact School Office
Student Support Services 408 223-3740	Special Education, Student Records, Foster Youth, Homeless Students, , Title IX- students, Section 504, Preschool Services	Mrs. Breton, Director, lbretton@mpesd.org Ms. Fernandez, Administrative Secretary, afernandez@mpesd.org Mrs Tejada, UPK Coordinator, jtejada@mpesd.org
Family Case Managers School Office	Referrals to community-based organizations, Second Harvest Foodbank, Support finding community resources,	Contact your School Office for additional assistance
Behavioral Health Support	Issues such as: Stress, Depression & Suicide, Drug & Alcohol Abuse, Violence and Abuse, Grief, Anxiety, Peer Relationships, Cultural Adjustment & Identity Issues	Family Case Managers, contact school office or mpesd.org
Curriculum & Instruction English Language Learner Program 408 223-3785	Curriculum, Text Books, LCAP Assessments, English Language Development (ELD), Migrant, Preschool,	Mrs. Chung, Director, Curriculum & Instruction Mrs. Valenti, Exec. Admin cvalenti@mpesd.org Mrs. Marqueda, Admin Sec. lmarqueda@mpesd.org
Extended Day Programming MPAS	MPAS After School Programs, Extended Program Tutoring, Grant, Robotics Sunrise program	Mr. Patton, Afterschool Coordinator dpatton@mpesd.org Ms. Kattenhorn, Extended Learning Coordinator lkattenhorn@mpesd.org
Personnel 408 223-3720	Staff Recruitment, Staff Evaluations, Qualifications, Title IX Coordinator-Staff, Credentials, Employment Verification	Dr. Jewett, Director Personnel sajewett@mpesd.org Mr. Darling, Confidential Admin jdarling@mpesd.org
Food Services 408 223-3713	Free & Reduced Lunch Applications, Student Meals	Foodservices@mpesd.org
School Facilities 408 223-3763	Facilities, report vandalism, School Maintenance, Facility Use Agreement	Mrs. Gill, Admin Assist., tgill@mpesd.org
Superintendent's Office 408 223-3710	Inter-Districts/Intra-Districts, Uniform Complaint Procedures (UCP), Governing Board Support, Community Support	Dr. MacArthur, Superintendent emacarthur@mpesd.org Ms. De La Rosa, Executive Admin adelarosa@mpesd.org

Dear Parents/Caregivers,

Welcome to the 2024-25 Academic School Year!

My name is Dr. Elida MacArthur, and I am the Superintendent of Mt. Pleasant Elementary (MPESD). The staff and I are excited to welcome you and your student(s) to the 2023-24 school year. As a District, we are committed to building a learning environment where every student, staff member, parent/caregiver, and community member feels like they belong. Creating this environment requires that we all work together to make it happen. Parents/caregivers, teachers, and administrators need each other to be successful in educating students who care for each other.

Students' mental well-being is a significant concern nationwide. Supporting students' mental health and well-being helps students to improve academically, motivates them, supports belonging and inclusion, and addresses behavioral concerns. The District is doing the following to support MPESD students:

- Promote mindfulness by providing mindfulness education in the classroom; we will continue our partnership with the Thoughtful Mind Project.
- Promote social, emotional, and behavioral learning by providing classroom instruction focused on building social skills and emotional development. Taking the time to help students reflect on their actions and the impact of those actions on themselves and others.
- Build connectedness by providing time for students to know more about each other. Providing opportunities to learn about each other's cultures, celebrations, languages, and other essential things that make us who we are, celebrating and honoring our differences.

As our educational partners, we ask that you support our efforts to support and ensure students mental well-being by:

- Limit students' screen time and make sure your child takes breaks from using their phones, playing video games, or watching TV.
- Help students get a good night's rest by having them go to bed at a reasonable time and taking their cell phones out of their rooms before they go to bed.
- Help reduce stress, monitor students' social media accounts, monitor students' cell phone communication, ensure healthy communications, and ensure students attend school daily on time.
- Let the school know if your child is having difficulties at school whether they be academic, personal, social or mental health.

Building a healthy learning environment where all students feel like they belong requires each one of us working together doing our part.

In partnership,

Elida MacArthur, Ed. D.
Superintendent

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MT. PLEASANT SCHOOL DISTRICT (MPESD) INFORMATION

District Website: <https://www.mpesd.org/>

Facebook: @mountpleasantesd

GENERAL BOARD POLICY STATEMENT

The Board is committed to open and equal program access for all students except in situations where State or Federal regulations restrict access. The District provides differentiated curriculum opportunities for students with special interests and talents and access to such opportunities exists for all students. The District informs and encourages all students about special programs, and ensures that all students who participate in core programs are adequately supported.

BOARD OF EDUCATION

Melissa Got-Lopez

Derek Grasty

Antonio Perez Jr.

Brenda Serrano

Robert Ramirez

Dr. Elida MacArthur Superintendent

Board meetings are held monthly on Wednesday evenings at 6:00 p.m. Please see the MPESD.org website for calendar dates.

NOTICE TO PARENTS - RIGHTS AND RESPONSIBILITIES

The California Education Code (Section 48980) requires school districts to notify parents, yearly, of their rights and responsibilities. Notification must be provided in English and the native language of parent when fifteen percent of the students enrolled at a school speak that native language as their primary language [EC 48985]. As a parent, you have a right to participate in open meetings with the school district or charter school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

STUDENT CALENDAR -MINIMUM AND STUDENT FREE STAFF DEVELOPMENT

The school calendars are included with this annual notification. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, with at least one-month advanced notice.

IMPORTANCE OF STUDENT ATTENDANCE

Making sure your child attends school daily helps ensure success in school and a good future! Regular daily attendance is the number one thing you can do to help your child be successful in school. Please help with daily school attendance by developing good attendance habits; unless sick or an excused reason make sure your child attends school, even if late, build a positive attitude about school, set a regular nightly bedtime, communicate any concerns to your child's teacher or principal and stay involved with your school. Every school day and each grade level is important, good attendance in TK and Kinder are essential building blocks to follow routines, learning to read and work with others, Each grade builds on the grade before so please try and schedule appointments and vacations outside of the school day/year.

RIGHTS OF PARENTS TO INFORMATION, MUTUALLY SUPPORTIVE PARTNERSHIP BETWEEN PARENTS AND EDUCATORS

Parents and guardians have the right to be informed by the school and to participate in the education of their children, as follows; to observe classrooms as specified, within a reasonable time of their request to meet with teachers and the principal, to volunteer their time and resources, to be notified in a timely manner if their child is absent from school without permission, to receive the results of their student's performance and the performance of the school on standardized tests, to have a school environment that is safe and supportive, to examine the curriculum materials of their student's classes, to be informed of their student's progress in school, and to receive information about the academic performance standards, proficiencies or skills their student is expected to reach. [EC 48980, AB 2524, ch296]

NON-DISCRIMINATION/Harassment Policy

School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities including all acts of the governing board, the District superintendent, and the county superintendent of schools in enacting the local educational agency's policies and procedures, shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact: Superintendent's Office

[EC 221.8]. The position designated to address complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies is listed below. Upon receiving a complaint, the Coordinator shall immediately investigate the complaint in accordance with the district's procedures. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained

Personnel & Affirmative Action/Title IX Coordinator for Employees, Dr. Jewett, Director Personnel (408) 223-3744, sjewettt@mpesd.org

Title IX Coordinator for students & 504 Coordinator: Mrs. Breton, Director Student Support Services (408) 223-3740, lbreton@mpesd.org

TITLE IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Mrs. Breton, 408 223-3740 or visit mpesd.org. [EC 221.61]

MOUNT PLEASANT SCHOOL DISTRICT GOVERNING BOARD EQUITY STATEMENT

The Board has one goal and one purpose: To provide educational equity for students to access what they need to develop their full academic and social potential. Educational equity means that the Board supports systems and policies that ensure that all students experience:

- standards-based, content-rich, culturally affirming curriculum; removing the predictability of success or failure that currently correlates with any social, cultural, or racial factor
- a learning environment that models an anti-racist, compassionate, and inclusive school culture that fosters positive identity through belonging, purpose, and agency; interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children, and
- opportunities to discover and cultivate every human's unique gifts, talents, and interests.

CUSTODY ISSUES- PARENTAL

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

ENGLISH LANGUAGE LEARNER EDUCATION

Parents must be informed annually of the placement of their child in a structured English Immersion program and to request a waiver. Parents may contact the school Principal regarding the process for obtaining a waiver. [EC 310,311; 5 CCR 11309]

ENGLISH LANGUAGE LEARNER ASSESSMENT TESTING

All students who are English Language Learners are required to be re-assessed annually to determine language proficiency. Parents have the right to be notified of the results of the assessment. Results are required to be given orally when there is reason to believe they may not be understood in written form. [EC52164.3]

STUDENT SUCCESS TEAM (SST)

The Student Success Team (SST) is a problem-solving committee that assists students, families, and teachers. It provides an opportunity for school staff, parents, and community agencies to present their concerns about individual students and through discussion and study, to plan a positive course of action and monitor results. The philosophy of the SST is based on the belief that the school, home, and community need to work together to assist the student. Examples of the types of support the team might recommend include: suggestions for the classroom teacher, assistance in the classroom by resource personnel, program referrals and referrals to community resources.

SPECIAL EDUCATION

Students with disabilities may be eligible to receive special education and related services. These services are based on assessments and determined by an Individualized Education Program (IEP) team, which includes the student's parent(s). Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers in the general education environment. The general education classroom with all appropriate supplementary aids and services where the student has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting for an IEP team to consider. This information provides parents, legal guardians, and surrogate parents of children with disabilities from birth through age 22 with their educational rights, called procedural safeguards.

This information is the Notice of Procedural Safeguards as required under the Individuals with Disabilities Education Act (IDEA), a federal law that requires school districts to provide a free, appropriate public education to eligible children with disabilities. A "free, appropriate public education" means special education and related services are to be provided as described in an individualized education program (IEP) and under public supervision to your child at no cost. Parents can refer their child for special education and related services and participate in decision-making meetings regarding the child's assessment, identification, educational placement and services. Specifically, parents have the right to participate in the development of the IEP and to be informed of the availability of all program options.

Parents of school-age children who suspect their child may have a disability and who may need special education services should contact the site administrator. Parents of non-enrolled preschool-age children who suspect their child may have a disability should contact Student Support Services at (408) 223-3740.

CHILD FIND

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent in the least restrictive environment. [EC 56301; 20USC1401(3); 1412(a)(3); 34CFR300.111(c)(d)]

STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE AMERICANS WITH DISABILITIES REHABILITATION ACT OF 1973

The Americans with Disabilities Act is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities. Discrimination, harassment, intimidation, and/or bullying on the basis of their actual or perceived disability will not be tolerated. The District will promptly investigate any complaints of disability-based discrimination, harassment, intimidation and/or bullying, and take reasonable actions to stop future incidents. The District has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The District is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or Guardians with concerns should contact the site Principal. ADA Coordinator Students: Laurie Breton, 408 223-3740, lbretton@mpesd.org.

HOW TO SUPPORT STUDENTS WITH IEPs & 504 PLANS

Review the listed Accommodations & Modifications in your student's IEP or 504 Plan. If you have any questions notify your student's Case Manager or Principal. Talk with your student's teacher(s) about what the accommodations and modifications in the plan will look like in class. Communicate early about any concerns. At any point in the school year, if you feel any of your student accommodations and modifications are not being followed, notify your Student's Special Education Case Manager or Principal.

Notify your student's Case Manager if your student is struggling or having difficulty keeping up with instruction. Your Case Manager can help with developing and maintaining good study habits (e.g., note taking, time management, test preparation), and coaching students in how to effectively communicate their learning needs to their teachers or look at possible changes needed in the Plan

INSTRUCTIONAL USE OF ANIMALS

Pupils have the right to refrain from the harmful or destructive use of animals in their classes. A student's objection to participating in an educational project shall be substantiated by a note from his or her parent or guardian. The teacher of such a pupil may work with the pupil to develop and agree upon an alternative education project. The student shall not be discriminated against based upon his or her rights to refrain. [EC 32255]

ENROLLMENT/REGISTRATION

The parent or guardian of a student enrolling in the District must be present to complete the necessary enrollment papers and obtain the student's school assignment. Making an appointment with the Office is recommended.

The following documentation is necessary to enroll:

- a. Verification of legal residency within the District. Note: Post Office Boxes are not acceptable as addresses for enrollment. *Falsification of addresses may result in the disenrollment of a student. Not Applicable to Ida Jew Academy*
- b. Verification of the appropriate inter-district transfer agreement, if applicable.
- c. Updated Student Immunization record.
- d. Certification of student's birth date.
- e. Grades and transcript from previous school when feasible.

These conditions may be waived for students that are identified as homeless or in foster care

EDUCATION OF FOSTER YOUTH

In addition to having priority access to certain services, Foster Youth have specific rights including;

- Stable school placements in the least restrictive education programs.
- the right to remain in the school of origin and the right to matriculate with his or her peers.
- Immediate enrollment in the school of origin or school where the foster youth is currently residing,
- Proper and timely transfer between schools.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.
- Invitation extended to the foster youth's attorney and representative from the county child welfare agency, attorney, social worker and the child's tribal social worker, if applicable, to attend the extension of suspension meeting, the manifestation determination meeting (if applicable), and the expulsion hearing related to a disciplinary proceeding involving the foster youth.
- File a complaint of noncompliance with the local educational agency under the Uniform Complaint Procedures.

If you have questions about Foster Youth Rights or need support please contact the Family Case Manager at your school site, or the District Foster Youth Liaison, Mrs. Laurie Breton at 408 223-3740 [EC 48850, 48911, 48915.5, 49069.5, 51225.1, and 51225.2]

EDUCATION OF HOMELESS YOUTH (MCKINNEY-VENTO)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all "homeless" school-aged children to the same free and appropriate public education that is provided to non-homeless students. The Federal definition of a homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may: Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings, Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster), Live in a hotel or motel, Live in a trailer park or campsite with their family, Have been abandoned at a hospital, Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because he/she is living in circumstances described above. Students are identified through the Student Residency Questionnaire that is required to be included in every enrollment packet. Families self-identify their current living situation. Parents can self-identify with the Residency Questionnaire at any time during the school year at the school site or directly to Student Support Services. If you believe your student(s) may qualify as Homeless, please contact the Family Case Manager or School Secretary for your school site. District Liaison, Mrs. Breton at 408 223-3740, for more information of services and policies related to homeless education rights.

[EC48850 & USC 11432]

BEFORE & AFTER SCHOOL AND INTERSESSION PROGRAMS

The Mt. Pleasant After School Education and Safety Program serves pupils in TK-8th grade at each school and is on a priority, then first come, first served basis. The students who are identified as homeless and foster students are given top priority for enrollment followed by English learners and students eligible for a free or reduced meal. Students placed in foster care and students experiencing homelessness are granted priority access for intersession. If the student moves during an intersession period, the student's parent, legal guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, an unaccompanied homeless youth shall determine which school the student will attend for intersession.[EC 48850, 8482.6, 8483, 8483.1]

STUDENT PROGRESS

The Mt. Pleasant Elementary School District has prescribed regulations requiring the evaluation of each student's achievement for each grading period. A parent conference or written report is required when it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent to

attend the conference or to respond to the written report shall not preclude failing the pupil at the end of the grading period. [Ed. Code 49067]

GRADES

The grade given to each student shall be determined by the teacher in accordance with District Policy and Administrative Regulations, and in the absence of mistake, fraud, bad faith, or incompetence, the grade shall be final. Failure to wear standardized physical education apparel shall not adversely affect the student's grade, if the failure to wear such apparel is beyond the student's control. [EC 49066] No Student shall have his or her grade reduced or lose academic credit for any excused absence for missed assignments or tests that can reasonably be provided and completed. [EC48980(k)]

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

WHAT is the CAASPP System? CAASPP is the state's system of mandated and optional assessments. It currently includes three types of mandated tests: Smarter Balanced Assessments, California Alternate Assessments, and California Science Assessments. The Smarter Balanced Assessments are in English language arts and mathematics for grades 3 through 8 and 11. For students with disabilities, the student's IEP team, including the parent, determines the student's test participation and any necessary accommodations.

For more information on CAASPP, visit <http://www.cde.ca.gov/ta/tg/ca>. California Education Code section 60615 allows a parent or guardian to submit a written request to school officials to exclude his or her child from any or all parts of state-mandated assessments. Section 852 of Title 5 of the California Code of Regulations further provides that parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of CAASPP for the school year.

MIGRANT ED

The Mt. Pleasant Elementary School District offers supplemental services to the children of migratory workers under the California Migrant Education Program. Both educational and family services are provided. These services can include case management services, medical and dental screening/referrals, and a monthly food distribution program. If you think your child(ren) may be eligible for this program or if you have any questions, please call, 223-3734.

EXTENDED SCHOOL YEAR- MIGRANT EDUCATION

Students who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, intersessions- both the school in which they last attended and the next attended school to be entered upon the migration with parents from one agricultural work site to another. Participation is voluntary and requires parent permission. [EC41601.6]

PARENT'S RIGHT TO REQUEST TEACHER QUALIFICATIONS (TITLE I SCHOOLS)

If your child is attending a school receiving Title I federal funds, Federal Law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds. Some teachers will have credentials in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a master's or doctoral degree.
3. In addition to the qualifications of the teacher, if a paraprofessional (teacher's aide) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college and others have passed a test that verifies their qualifications.

If you would like to request this information, please contact Dr. Sandra Jewett, Human Resources Office at 408-223-3745.

AVAILABILITY OF PROSPECTUS

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact Carlene Valenti, at 408 223-3730, for a copy. [EC 49063, 49091.14]

CLASSROOM OBSERVATIONS & PARENT VISITATIONS AT SCHOOL

Parents are welcome at our schools. We ask for a twenty-four-hour notice of classroom visitations. The Principal may waive the notice requirement. The Principal or administrator will make the final decision on the time and duration of the visit. All visitors must go to the school office to register their presence on campus, obtain a visitor's pass before going on campus, and adhere to any health and safety procedures. Unauthorized persons are prohibited from entering or remaining on school grounds. Visitations may not interfere with instruction. If court-restraining orders exist which limit a parent's access to visiting his/her child or receiving information about the child's school progress, it is the responsibility of the custodial parent to provide the school Principal with a copy of such an order. Special Education classes have different guidelines based on student confidentiality, disruption of services and the need for an escort. Please schedule observations in advance.

VOLUNTEERS: PARENTS/ GUARDIANS

Opportunities exist for committee membership and volunteers at both the school and district level. The Governing Board recognizes that parent/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parent/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making and advocacy roles and activities to support learning at home. Each school determines specific volunteer activities. Please contact your school principal for additional information.

CIVILITY ON SCHOOL CAMPUSES AND DISTRICT FACILITIES

The District promotes mutual respect, civility and orderly conduct among MPESD employees, parents, and the public. This policy is intended to the extent possible and reasonable to maintain orderly educational and administrative processes, keeping all educational facilities and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds. Employees of MPESD are expected to treat parents and members of the community with respect and expect the same in return. Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public-school grounds. [CC 1708.9; EC 32210]

DISRUPTION IN A PUBLIC SCHOOL OR SCHOOL MEETING

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor. The Principal may direct the person to leave the campus or facility. If that person fails to do so or if the person willfully and knowingly reenters the school within seven days after being directed to leave, he or she is guilty of a misdemeanor and shall be punished as follows:(1) Upon a first conviction, by a fine of not more than five hundred dollars (\$500), by imprisonment in the county jail for a period of not more than six months, or by both that fine and jail. [EC32210/ PC 626] The District retains the right to file charges against any individual disrupting the safe and orderly operation of the school or acting in a threatening manner towards staff or students.

PHYSICAL EDUCATION REQUIREMENT

Every student is required to take physical education unless he/she is legally exempt for health/medical reasons. State Physical Education testing is conducted in grades five and seven. Elementary students in grades 1 through 6 receive physical education instruction for a total period of time of not less than 200 minutes each 10 school days, exclusive of recess and lunch period. [EC 51210(g)]

ACADEMIC COUNSELING - EQUITY IN CAREER PLANNING

Commencing grade 7, school personnel may assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions. [EC221.5(d)]

GRADE LEVEL PROMOTION POLICY

Any decision to retain a student must take the student's progress, needs and research on the effectiveness of retention into account. No student may be retained solely on the basis of English language proficiency. No student receiving Special Education may be retained without an Individual Education Plan (IEP) recommendation. Please contact your site Principal if you are concerned about the possibility of retention or the need for additional learning supports for your child.

CLASSROOM MATERIALS POLICY

Board approved core content area textbooks for all K-8 students are provided. Public informational hearings are held as new programs are adopted. When parents have a concern regarding supplemental classroom materials, the following process allows for their input: 1) the parent discusses nature of concern with the teacher. If the issue remains unresolved, 2) the parent completes a Request for Reconsideration of Instructional Materials and submits it to the Principal. 3) The Principal speaks with the appropriate personnel. If the parent concerns are not resolved at the site, the Principal forwards the parent request form to the Director of Instructional Services. The Director appoints a Designee that includes parents to review the questioned materials. Recommendations are reported to the Director and the Board of Education for final resolution. [EC 48302]

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Each school annually completes a School Accountability Report Card (SARC). The SARC contains information for parents regarding, school performance, teacher assignments, school materials, student attendance, and school safety. The SARC can be obtained through the district website mpesd.org. Parents may also request a copy of the SARC by contacting the school. [ED 35256, 35258]

TECHNOLOGY AND INTERNET ACCESS – Acceptable Use

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

PARENT ORGANIZATIONS - DISTRICT COMMITTEES

SCHOOL SITE COUNCIL (SSC) – Please contact your school Principal if you are interested on serving on a Committee

The SSC is a decision-making group of parents, community members and school staff at each school site. The SSC is required to help develop a *Single Plan for Student Achievement*. The council must recommend the proposed Plan to the Governing Board for approval, monitor the Plan's implementation and evaluate the results. The SSC reviews the school site budget annually and helps establish a new budget.

DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE (DELAC)

The District English Learners Advisory Committee meets to advise the District governing board regarding District goals and objectives, and to assist in developing a district plan for English learners. Call 223-3783 for further information.

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE (CAC)

The Special Education Committee members are parents of Special Education students living in our special education local plan area (SELPA) and teachers, and administrators. The CAC meets monthly to review the effectiveness of Special Education Programs, plan training and review the Local Plan. Call 223-3740 for further information.

DISTRICT LCAP ADVISORY COMMITTEE

LCAP Committee meets during the school year to monitor the implementation of the District's Local Control Accountability Plan (LCAP) and advise on the annual updates. Call 223-3783 for further information.

HEALTHY YOUTH ACT- COMPREHENSIVE HEALTH/HIV/AIDS PREVENTION ACT

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

Parents or legal guardians have the right to:

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

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

EDUCATIONAL EQUITY: GOVERNMENT INSTRUCTION CONFERENCES

The Sex Equity in Education Act exempts any discrimination based on male or female identity for pupils who seek to participate in state or national conferences, therefore, furthering California's goal of providing an equal educational opportunity to all students by prohibiting the use of public resources when a program discriminates based on gender. [EC 224]

RESIDENCY REQUIREMENTS

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located. A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. The District may investigate residency through mail, home visits and personal contact.

MOVING OUT OF THE DISTRICT

When parents move, they must inform the school as soon as possible. Verification of new address must be provided. For parents who move out of Mt. Pleasant School District boundaries an approved inter-district transfer will be required in order to allow a student to continue attending school in the Mt. Pleasant School District. Students without an approved transfer will be dropped from enrollment within ten days.

SCHOOL ENROLLMENT and TRANSFER WITHIN MPESD *(Does not apply to Ida Jew Academy)*

Students will be assigned to their requested school, including their resident school, on a space available, first come, first served basis at the discretion of the principal. If space is not available, the student will be placed at another school within the District. Parents of elementary students who are attending District schools will be permitted to apply for a transfer from one school to another. Transfer request forms are available at each school.

TRANSFERS - OTHER

- Voluntary adjustment transfer when there is a compelling reason to do so for extenuating personal or social problems.
- Voluntary transfer to a school or program of choice within the District
- Involuntary Administrative transfer for disciplinary reasons.

TRANSFERS – OUT OF DISTRICT /INTERDISTRICT

Students may apply to transfer to another school district for last year privilege (grades 5 or 8), specific program offering not available in Mt. Pleasant School District (K-8), parental employment (K-5), or child care (K-5). Applications are available through the Superintendent's office. Inter-district applications must be approved annually. A student who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for an interdistrict transfer.

STUDENT RECORDS:

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the District shall disclose educational records without parental consent. Parents' request to access their pupil's educational records must be submitted in a written form to the school secretary or Office of Student Support Services, and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents for a fee of \$.05 per page. A parent with financial hardship shall complete form indicating hardship and shall be provided one copy at no charge annually.

Right to Challenge Records

A natural parent; an adoptive parent; legal guardian; adult student; or if the parents are divorced or legally separated only the parent having legal custody of the pupil, may challenge the content of a record, offer a written response/rebuttal to a record or consent to release the record to others. Any challenge to school records must be submitted in writing to the school Principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605. [EC 49064,49076,49091.14]

Directory Information

Directory information includes one or more of the following items: Student's name, address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent school attended by the student. Parent may deny release of directory information by notifying District. [Ed. Code 49073]

Maintenance of Records

A log shall be maintained for each student's record that lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Principal. [EC 49064]

Release of Records

A school district may permit access to student records by a specific person if the parent has filed written consent specifying which records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the pupil's record file. [EC 49075]

Release of Statistical Data

A school district may release statistical data when this would be in the best interests of student provided that no student is identified. [EC 49074]

FOOD SERVICES BREAKFAST & LUNCH PROGRAM

public schools and charter schools serving students in grades TK-12 are required to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Districts and charter schools will still require parents to submit an application to determine eligibility and remain in compliance for accounting purposes. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school aged children with a guardian present. [EC49510,4932]

Please complete, sign and return the application as soon as possible to the School Secretary. More detailed information on how to apply and the Income Eligibility Guideline are located on the application. If you have any questions please contact: Food Services at 223-3713 or 223-3749.

PARENTAL FINANCIAL LIABILITY

While a student is accountable for his/her willful acts of misconduct, parents are financially responsible for damage and injury caused by their child's misconduct. Whenever a student damages, defaces or steals any school district property the parents or guardians of that student shall be liable for restitution. This same liability will prevail even if the damage or loss was not intentional, but resulted from other negative or inappropriate behavior not acceptable on District property. The parent or guardian of a student shall be liable to the school district for all property belonging to the district loaned to the student and not returned upon demand, including technology checked out to the student. Parents may be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000. [Ed. Code 48904]

RESTITUTION FOR LOST OR DESTROYED PROPERTY

Student grades, diplomas, and transcripts may be withheld from students and parents when a student has damaged, destroyed or not returned loaned property of the District and restitution has not been made. The records are withheld from the student and parent, but cannot be withheld from a requesting school. [EC 48904]

STUDENTS' SAFETY BEFORE AND AFTER SCHOOL

Parents may not drop students off at school prior to 30 minutes before the start of school, unless the student is involved in a supervised school program. Parents are to arrange to have their student picked up right after school unless the student is involved in a regular school program or is staying at the request of school personnel. It is the school's responsibility to contact the parent when the school wishes to have the student remain after school. Parents who routinely fail to meet this responsibility will be notified by the school and may be reported to the appropriate community agency.

CHILD ABUSE COMPLAINT GUIDELINES

MPESD is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed ~~except~~ to authorized agencies.

Failure to report is a misdemeanor punishable by imprisonment not to exceed 6 months, or a fine not to exceed \$1,000.00 or both. [PC11166]. Staff are trained annually in their reporting responsibilities. Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the District of an incident by contacting the Director of Personnel at 408 223-3744. [EC 33308.1]

California law defines child abuse as any of the following:

- child is physically injured by other than accidental means.
- child is subjected to willful cruelty or unjustifiable punishment.
- child is abused or exploited sexually.
- child is neglected, not provided adequate food, clothing, shelter, medical care or supervision.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

- To stop a disturbance threatening physical injury to people or damage to property.
- For purposes of self-defense.
- To obtain possession of weapons or other dangerous objects within control of a student.
- To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

EMERGENCY AND SAFETY PROCEDURES

During school hours, if an emergency is declared, all students and staff will be required to remain at school or an alternate safe site under the supervision of District personnel until:

1. Regular dismissal time and released only then if it is considered safe,
OR
2. Released to an adult authorized by the parent or legal guardian whose name appears on the child's emergency card and can provide photo identification, once it has been determined safe to release students.

If students are on their way to school by bus, they will be brought to school.

SAFETY AND EMERGENCY PREPAREDNESS PLANS

Each school site has a School Safety and Emergency Preparedness Plan, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, or a school activity.

Copies are available at each school site in the Office and Library and are posted on the school website. Fire drills or emergency drills are conducted monthly. The Site Emergency Plans are reviewed and revised annually. [Ed. Code 35291.5]

DISASTER PREPAREDNESS MATERIALS

Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at: <http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp>.

The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis. Posted in each school and classroom are Emergency Preparedness Procedures to be followed in the event of an emergency during the school day.

EMERGENCIES AND “LOCKDOWN” PROCEDURES

The safety of students and staff are of the highest importance. Each school has a Plan to deal with emergencies and provide a safe and secure environment. A “Run-Hide-Defend alert” refers to a set of school evacuation and lockdown procedures to protect students and staff from a potentially violent situation. A Lockdown may be called for incidents occurring on or near a school campus directed by the police or school staff. In the event of a dangerous situation, students will be kept safe inside their classrooms or evacuated off site until the threat or possible threat has been resolved. If your child is in a school lock down situation you will not be able to gain access to the school or your child until the incident has been resolved and it is safe to release students. A “Shelter in Place” refers to a set of procedures to protect students and staff in response to a possible external threat, or police action. Classroom instruction may continue inside the classroom. Each school conducts “Run-Hide-Defend” drills annually.

RESPONSE TO IMMIGRATION ENFORCEMENT

Every student, regardless of immigration status or religion beliefs has a right to a free public education. The District shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members, except as may be required by state and federal law. No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the District's programs and activities on the basis of his or her immigration status. The district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena. Parent/Guardians are encouraged to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. Information provided on the emergency card will only be used in response to specific emergency situations and not for any other purpose. [EC 234.1, 200, 234.7,]

PREGNANT AND PARENTING STUDENTS

The MPESD will treat both the pregnant teenmother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, except for personal choice. Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations. An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor. [EC 221.51, 222.5, 46015, 48205] In addition to providing a quality education program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, and a child care and development program on or near the school site for the children of enrolled students. The district's program may provide other support services authorized as necessary to meet the needs of students and their children. [EC 54745]

STUDENT HEALTH

A part-time Health Clerk serves each school. The Health Clerk provides, first aid care for ill and injured students, and medication administration in accordance with doctor's orders. The District has been fortunate to receive a grant from El Camino Community Health to fund a School nurse to serve the district schools. The goal of the District's Health Services is to promote optimal health through the provision of basic school health services and monitoring of required immunizations.

STUDENT RELEASE

During school hours, students may only be released to a parent listed on the birth certificate or guardianship/custody documents or those individuals, age 18 and over, listed on the emergency card. Any individual signing out a student must provide photo identification matching the name listed on the emergency card or documents.

INSURANCE- MEDICAL OR HOSPITAL SERVICES

The school district does not carry medical or accident insurance for individual students. Parents are responsible for emergency medical costs beyond first aid provided at the school site. Student accident insurance is available for purchase from a variety of insurance agencies. Information is available in the school offices. If emergency medical or dental treatment is needed and the parent or listed emergency contact(s) cannot be reached, 911 will be called. The school district is not responsible for charges incurred as a result of 911 calls or ambulance transfers. [EC 49472]

HEALTH CARE COVERAGE

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance go to www.CoveredCA.com. Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org. [EC 49452.9]

AEDS - AUTOMATED-EXTERNAL DEFIBRILLATORS

AEDs are located in each school office, the District Office and the August Boeger Gymnasium. Staff are trained annually in the use of the AED. These life saving devices are used in the case of an individual with a sudden cardiac arrest.

MENTAL HEALTH

Counseling services are provided at each school site. In order to initiate access to available mental health services for students, please contact the counselor by calling the front office. MPESD will notify parents at least twice per year, by the following means: Annual Notifications, website. A District counselor may see a student the first time without parent consent. Written parent/guardian permission is required for a student up to age 12 to participate in supplementary counseling services. A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal as appropriate.

Parents, students and school staff may refer a student for counseling services by contacting the student's teacher or Principal.

SUICIDE PREVENTION

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is

extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

SPECIAL HEALTH NEEDS

If your child has an allergy or health condition, please notify the Office as soon as possible including all necessary health information. Please update the Office with any changes throughout the year.

ADMINISTRATION OF MEDICATION

Any student who is required to take medication during the school day, may do so in accordance with District Policy, under the supervision of the Health Clerk, provided a "Medication Administration" form has been completed and signed by both the physician and parent. This form can be obtained from the school health office or district website. Medication to be taken at school must be supplied by the parent in the original container with the student's name, medication, dosage and directions clearly indicated. This includes over-the-counter medications such as aspirin. All medication must be stored in the health office. No medication will be stored or dispensed without written authorization from the physician and parent. Parents of a student on continuing medication for a non-episodic condition must inform designated school personnel of the medication being taken, dosage and name of the prescribing physician. Students needing to self-administer auto-injectable epinephrine at school or those with severe asthma or diabetic conditions must complete the same forms but may, if prescribed, carry their medication/inhaler if done so responsibly. [EC 49480 & 49423.1] Please notify the office immediately if any medication is needed for a life-threatening condition. Medications not claimed and retrieved by parent/guardian at the end of the school year shall be discarded in accordance with OSHA guidelines.

CRITERIA FOR SELF-ADMINISTRATION

A student who requires medication at school may carry and self-administer emergency medication under the supervision school staff, if the student meets the following conditions:

1. The student is physically, mentally and behaviorally capable, in the written opinion of the parent/guardian, physician, and designated MPSD staff, to assume the responsibility.
2. The student demonstrates self-administration to designated MPSD staff.

CONFIDENTIAL MEDICAL SERVICES

Students in grades 7 through 12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. [EC 46010.1]

CONFIDENTIALITY OF MEDICAL SERVICES

School linked service coordinators will have access to health care information which complies with feral health insurance requirements, The Coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists and clinical counselors. [CC56.10]

ENTRANCE HEALTH SCREENING

State law requires that the parent or legal guardian of each pupil provide the school within 90 days **(November 15)** after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months **(no sooner than March 1, prior to entering kindergarten)**. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program. [HSC 124085, 124100, 124105]

PHYSICAL EXAMINATIONS

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists. [EC 49451]

IMMUNIZATIONS

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:

1. All new students, in transitional kindergarten through grade 12, to the School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations.
2. All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
3. All seventh-grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Information about medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: <https://cair.cdph.ca.gov/exemptions/home>. [EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375]

IMMUNIZATIONS: HPV: CANCER PREVENTION

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks." [EC 48980.4, 1367.66]

MEDICAL RECORDS SHARING

Immunization information may be obtained from the CAIR immunization system (California Immunization Registry): HSC 120440

1. Medical information may be shared with local health departments and the State Department of Health Services.
2. The name and address of the State Department of Health Services or of the immunization registry with which the school will share the information.
3. Information shared with local health departments and the State Department of Health Services will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, WIC service providers, county welfare departments, foster care agencies, and health care plans.
4. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.
5. The student or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it.

6. The student or the parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both.
7. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public health. Information shared with local health departments and the State Department of Health Services will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers,

Students or parents or guardians may refuse to permit record sharing. Notification may be provided by ordinary mail.

HEALTH SCREENING

Vision: Grades TK, K , 2, 5, 8 Color Vision: Grades K or 1 Students in Special Education
 Hearing: Grades K, 2, 5 and 8
 Oral Health Grades TK, K , 2, 5, 8

All students are screened at the grade levels listed above. In partnership with the Healthier Kids Foundation, an oral health (cavities) screening is also conducted. Parents will be notified and referred for further follow-up only when a problem is identified. Parents may submit a written request for exemption from any of the above health screenings. All students receiving Special Education services are screened annually.

ILLNESS

Please do not send your student to school with a contagious illness. If a student is at school with any of the below symptoms, the parent/guardian will be called to pick up the student. Under certain circumstances, you may be asked to consult a physician.

- * Rash
- * Diarrhea
- * Eyes that are red, swollen, crusting or draining (pink eye)
- * Fever (over 100 degrees) - must be free of fever and/or diarrhea for 24 hours and holding down liquids to return to school.
- * Childhood communicable disease (notify school)
- * Untreated, draining ears
- * Vomiting (not related to anxiety)

FLU

In the event of a flu outbreak, the District will follow the direction of the Santa Clara Public Health Department. Parents should take precautionary measures such as teaching students to wash hands frequently, cough in their sleeves instead of hands and to not share food or drinks. Parents may want to arrange in advance for childcare in the case of illness or school closure.

AUTHORIZATION TO PROVIDE EPINEPHRINE AUTO INJECTORS

Trained personnel may provide medical aid to persons suffering from a life-threatening anaphylactic reaction using an epinephrine autoinjectors. Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials or unknown causes. The epinephrine auto-injector delivers a premeasured, sterile, injection of epinephrine through the skin. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted [EC 49414]

NARCAN (NALOXONE) NASAL SPRAY STANDING ORDER

School staff have been trained to administer Narcan in the event of an apparent accidental opioid or fentanyl over-dose, symptoms include an individual who is unconscious and unresponsive. Narcan is a nasal spray.

HEAD LICE PREVENTION

Head lice (pediculosis) are a common childhood condition and continues to be a problem in our schools. Please assist us in keeping this problem under control. The following are recommended:

1. Check your child's head periodically for live lice or nits(eggs). Check carefully in bright light as the nits are tiny and difficult to see. If you do not know what they look like, the school health clerk can assist you,
 2. Obtain the Health Department pamphlet from the school health clerk or contact the Health Department at 918-4770 for information.
 3. Treat your child as recommended by the Health Department and remove all nits (eggs) before your child returns to school. **A child with active lice will not be allowed to stay in school.**
 4. If the school receives a report of a child having lice, all classmates will also be checked for lice. If parents are notified that a classmate of their child has lice, please check your child's hair daily for two weeks. This will help catch an infestation so it can be treated early.
 5. Do not treat your child with lice medication unless you are notified or you see the lice/nits in your child's hair. The medication does not prevent lice. **Medication does not remove nits**, nits must be removed by hand with a fine-tooth comb.
 6. The head lice removal process should be completed immediately
- School staff will attempt to notify parents at the end of the school day if lice are identified.

ORAL HEALTH SCREENING REQUIREMENT

A parent of a student, while enrolled in kindergarten in a public school, or while enrolled in first grade if the student was not previously enrolled in kindergarten, must no later than May 31 of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to school entry. [EC 49452.8]

MENSTRUAL PRODUCTS

School District supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at the school site.

SCHOOL FACILITIES: DRINKING WATER: WATER BOTTLE FILLING STATIONS

Water plays an important role in maintaining a student's overall health. Students, teachers and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the library, or near student technology devices. [EC 38040]

CELL PHONE POSSESSION AND OTHER ELECTRONIC DEVICES

Cell phones and other electronic devices shall be turned off during class time and at any time directed by a school staff, and may not disrupt the educational program or any school activity. If a disruption occurs, staff shall direct the student to turn off the device and/or confiscate it. If confiscated, staff may return it at the end of the school period/day or keep it until the administrator has consulted with the student's parent and/or the parent retrieves the device. A student who violates this policy may be prohibited from possessing a personal electronic device at school or school related events and may be subject to school discipline. Use of cell phones, cameras or video to promote violence or illegal activities may result in suspension or expulsion. Students who engage in inappropriate use, access or sharing of personal, school or individual electronic data will be subject to disciplinary action. Inappropriate electronic communication which is demeaning, harassing, bullying will be subject to disciplinary action. Students are prohibited from using a cell phone's camera and/or video functions at all times while on campus, at a school activity, or while under the supervision of school staff, unless expressly permitted by staff. If reasonable suspicion exists that laws or school rules were violated, the school administrator has the right to search a student's cell phone. Failure to submit to the reasonable search of a cell phone or other electronic device will result in disciplinary action and possible confiscation of the item.

ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching

process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

PUPIL RECORDS OBTAINED FROM SOCIAL MEDIA

Other than the school newspaper and yearbook, the school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student is no longer enrolled. [EC49073.6]

VIDEO AND CAMERA ON SCHOOL GROUNDS

Videotaping or photographing students during the school day by students, campus visitors, parents/guardians, or staff is expressly prohibited. Only students whose parent/guardian has signed a Photograph/Video permission form may be photographed by staff for school purposes.

LOST OR CONFISCATED ITEMS

Mt. Pleasant School District shall not assume responsibility for theft, loss or damage to any items, electronic or otherwise confiscated, i.e., phones, gaming devices, etc. Parents allowing a student to bring a cell phone or other electronic device accept the financial responsibility of such items that are lost, damaged or stolen.

CLOSED CAMPUS

It is the policy of the Board of Education that all school campuses are closed for all students. A student must have permission from the school office when leaving the campus during the school day. Students leaving campus without permission will be subject to disciplinary action.

VEHICLE CONTROL

School administrators establish all necessary regulations pertaining to the operation of all vehicles on school campus including school parking lots. All vehicle operators must obey regular traffic laws as well as posted regulations or verbal directions given by school personnel. Bicycles, skateboards and other wheeled vehicles must be: ridden in safe area and walked on campus. State law requires that all students wear properly fitted and fastened bike helmets to and from school when riding their bicycles. Skateboards, in-line skates or roller skates may not be ridden on campus.[VC 21212]

TRANSPORTATION CONDUCT FOR BUSSING AND FIELD TRIPS

Protect your riding privileges by following these rules at all times while on board the bus:

1. Obey and cooperate with the bus driver at all times. He/she is authorized to assign seats.
2. Behave with respect on the bus.
3. Help keep the bus clean; eating, drinking, and gum chewing are not permitted on the bus.
4. Remain seated until the bus arrives at the stop and the bus door is opened.
5. Keep head, arms, hands and legs to self and inside the bus.
6. The following is not permitted on a school bus: animals, glass containers, balloons, skateboards, scooters, radios, electronic devices (including headsets), laser pointers, large items including sporting equipment.

MEGAN'S LAW- Release of Sex offender Information

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect your family and frequently asked questions. [Penal Code 290(LA)(1)(1), HSC 120440]

VICTIM OF A VIOLENT CRIME

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an inter-district transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. [20 USC 7912]

PEST MANAGEMENT- Healthy Schools Act

Parents/guardians can register with the Maintenance Office, 408 223-3763 to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application. Parents/guardians seeking access to information on pesticides and pesticides use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code Section 13184, can do so by accessing the Department's website at www.cdpr.ca.gov/ Pesticide products expected to be applied at MPSD facilities during the upcoming year are listed below.

Pesticide name	Active Ingredient	Physical Form	Application Method	Target Pest	Toxicity Category	EPA Reg No
Alpne WSG	Dinotefuran	Tempo: Wettable Powder	Spray	Insects & Roaches	Tempo:Eye irritation: Category 2Band acute toxicity: Category 4	Tempo: 432-1377
Alpine WSG	Dinotefuran	Suspend: Liquid	Spray	Insects & Roaches	Alpine: N/A	Alpine: 499-561
Alpine WSG	Dinotefuran	Granules	Broadcast Outside	Insects & Roaches	Suspend: N/A	Suspend: 432-763
Alpine WSG	Dinotefuran	Termidor: Liquid	Spray	Insects & Roaches	Termidor: Category 4	Termidor 7969-210

TOBACCO, ALCOHOL, AND ILLICIT DRUGS - Vape - SMOKE/TOBACCO FREE DISTRICT

Smoking and the use of all tobacco products, marijuana, alcohol or other drugs, including misuse of prescription drugs, are prohibited on all School District property, at all times by all persons, including employees, students, and visitors at any school or District site or attending any school sponsored events. The School District also prohibits the use of electronic nicotine delivery systems such as e-cigarettes, hookah pens, cigarillos, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property. These devices are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and USB devices. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Penal Code Section 308(a)(1)(H) prohibits the sale of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell tobacco and vape products can be subject to disciplinary action. Parents and students are encouraged to seek assistance at their school site. The District shall provide preventive instruction, which helps students to avoid the use of alcohol or other drugs and provide cessation resources to those impacted.

TOBACCO FREE CAMPUS

The use of tobacco and nicotine products is prohibited on school or district grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette,cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Tobacco-free Campus – [BPC 22950.5; HSC 104420, 104495, 104559, PC 308]

CAMERA SURVEILLIANCE

For the safety of our students, staff and visitors, the School District employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time. Surveillance cameras will generally be utilized only in public areas where there is no “reasonable expectation of privacy.” Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of District buildings or all District activities. District surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

STUDENT ATTENDANCE

ATTENDANCE REGULATIONS

Student attendance is essential to benefit from the educational program. Parents are required to call school **each day** of a student's absence. Parents have **five school days** to verify the reason for their child's absence. If verification has not been received within this five-day period, the absence will be considered unexcused and cannot be changed. Students ages 6 through 16, are required by law to attend school full-time. A student who is absent without valid excuse on 3 full days, tardy or absent for more than any 30-minute period on 3 occasions in one school year, or any combination, is legally truant.

Verification of student absences is accepted only from parents or guardians, either by note or by telephone. The principal may require a note from the physician if your child is absent more than 3 consecutive days or has been absent 10% or more of the school year. If a child is absent more than 10% of the possible school days, the student will be considered chronic absentee. Lack of compliance may result in referral to SARB or the District Attorney for truancy proceedings. [EC 48260,48205]

EXCUSED ABSENCES

a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the student's mental or behavioral health
2. Due to quarantine under the direction of a county or city health officer.
3. To having medical, dental, eye or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's **immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.**
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, authorized at the discretion of a school administrator, 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 religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. , attendance at religious retreats shall not exceed four hours per semester.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. For the purpose of a **middle school or high school pupil engaging in a civic or political event**, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

14. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

A pupil absent from school 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. The teacher of the class 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.

** Most schools have policies for perfect attendance requiring a student to be present 100% of the time to receive Perfect Attendance awards. Please review your School's Handbook for details.

UNEXCUSED ABSENCES (SUBJECT TO TRUANCY LAWS)

The missing of class or school without an excused or warranted reason, whether student or parent initiated.

- Any absence which has not been verified by the close of the school attendance office on the tenth school day of attendance following absence.
- Absences for which advanced approval is necessary and approval was not obtained before the absence.
- Unless approved in advance, the failure of a student to be in the assigned classroom when the tardy bell has rung constitutes an unexcused tardy.
- A 30-minute tardy to the assigned classroom shall be considered an unexcused absence.
- Family vacations

CONSEQUENCES OF ABSENTEEISM- CHART 2

SCHOOL SITE CONSEQUENCES	DISTRICT LEVEL CONSEQUENCES
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<p>Administration May:</p> <ol style="list-style-type: none"> 1. Assign to work detail as a student selected option to other consequences. 2. Declare student a legal truant. 3. Assign in-house suspension or detention. 4. Assign Saturday School. 5. Restrict from extra-curricular and promotion exercises. 6. Recommend retention in same grade for elementary and middle school levels. 7. Request to have parent provide doctor excuse on each and every day of the student's absence. 8. Request to have parent deliver or pick up the student to or from the classroom or the school. 	<ol style="list-style-type: none"> 1 Administratively transfer student within the District. 2. Declare student a habitual truant. 3. Referral to SARB (Student Attendance Review) <ul style="list-style-type: none"> * Refer parents to the district Attorney for prosecution. * Refer parent to Juvenile Probation Department for lack of parental care in maintaining the student's regular and punctual attendance. 4. Refer parents to Small Claims court for recovery of lost state revenue to the District due to the student's unexcused absences. 5. Assignment to an alternative program outside the district. 6. Assignment to non-school hours of school site community service. <p><u>Truant Consequences</u></p> <p>Any student who is identified as "Truant" may be assigned as a ward of the county, if the available community resources do not resolve the students' continued problems with truancy, by a Probation Officer or Deputy District Attorney. [EC 48263,48267, 48262; WIC 236,601et</p>
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CHRONIC ABSENTEEISM

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in oneschool year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement. [EC 60901]

AVOIDING ABSENCES

The Mt. Pleasant School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none or only a small portion of the school day. The District also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate the more a student will learn and the greater amount of funding that the district will receive from the state for classroom instruction and academic programs.

SATURDAY SCHOOL

Students with unexcused absences may be required to attend school on a Saturday to make up absences. Saturday school is offered four times with teacher directed instruction.

ALTERNATIVE ATTENDANCE PROGRAMS:

INDEPENDENT STUDY (IS)

The District offers short-term Independent Study (IS) for students who are not able to attend in-person. The minimum number of days for short-term IS is three days, the maximum IS contract is 15 days. Short-term IS requests must be received by the school office a minimum of 2 school days in advance, of any planned leave from school. The contract must be completed and submitted to receive attendance credit. The District reserves the right to refuse future IS contracts if work in not completed and submitted as agreed upon. For more information, contact your school office.

INSTRUCTION OF STUDENTS WITH TEMPORARY DISABILITIES- HOME/HOSPITAL

A pupil with a temporary disability which makes attendance at school impossible or inadvisable based on doctor's request may receive individualized instruction provided in the pupil's home for one hour a day. Please contact Student Support Services information. It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt ofthe notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide

the instruction within five working days or less. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. For information further contact school secretary. [EC 48206.3]

OTHER ALTERNATIVE SCHOOLS

Students may be placed in an alternative school operated by another district for purposes of discipline, safety or attendance.

EXEMPTIONS FROM SCHOOL ATTENDANCE

An exemption, such as a reduced schedule, may be granted when circumstances make student non-attendance or part-time attendance advisable. If a student's attendance at school is inadvisable because of mental or physical conditions, an exemption may be granted upon presentation of satisfactory evidence of the condition. Exemption is non-punitive, and may be initiated by a parent only when exemption is in the best interest of the student. Only the school SST/ 504 accommodation team can approve an exemption.

HOME SCHOOLING

Parents who choose to educate their children within the family at home must file a private school affidavit to privately educate or "home school" their children must select and provide all curricular, instructional, and other materials. <https://www.cde.ca.gov/sp/ps/homeschool.asp>

This is not a district-sanctioned program.

EXCLUSIONS FROM SCHOOL ATTENDANCE

A student who has significant filthy or vicious habits, or children suffering from contagious or infectious disease may be excluded from school. A student whose mental disability would be detrimental to the welfare of other students may be excluded from school. Students who do not have state required immunizations must be excluded. [EC 48211, 48213, 49451, 48123, Health and Safety Code Section 3380-89, Chapter 7]

BEHAVIOR GUIDELINES:

Mt. Pleasant School District Schools utilize Positive Behavior Interventions and Supports(PBIS) to maintain a safe and positive school environment.

COMPLIANCE

All students shall comply with the regulations, pursue the required course of study and comply with the authority of the School staff. Willful defiance of the valid authority of supervisors, teachers or administrators constitutes good cause for school intervention. Students accountable for appropriate conduct to and from school, on the playgrounds during recesses, and at school activities. [EC44807]

GENERAL STUDENT EXPECTATIONS

Students are expected to be Respectful, be Safe and be Responsible. School rules and regulations are established to maintain a positive atmosphere and environment conducive to learning. Those students who fail to comply with established rules and regulations may face disciplinary actions. Participation or attendance at extracurricular activities is considered part of the educational program. Jurisdiction, all rules and regulations of student conduct apply to school hours, all extracurricular/co-curricular activities and conduct to and from school. Following an incident, the site administrator will complete an investigation; including interviewing the parties involved and determine appropriate action. Restorative practices or discipline may be imposed. Parents/Guardians will be notified of any actions taken.

RESTORATIVE PRACTICES

Restorative practices are strategies designed to build healthy relationships between students and the school community. Restorative practices are methods to address and prevent conflicts or "wrong doings". Restorative practices allow students who have committed harm to take responsibility for his/her actions and to return to the school community. Each school site will share their restorative practices utilized in their handbook, assemblies and back to school nights. *Adapted from 'Restorative Practices: A Guide for Educators*

The following chart indicates the common behavioral problem areas, their brief explanations, and the general type(s) of behavioral intervention that may apply to each of the areas. This is not intended to be a comprehensive list covering all possible problem areas or disciplinary actions taken by school officials. All actions, including those not listed below, will be taken in accordance with established school board policies or state laws at the discretion of the school administration.

BEHAVIOR VIOLATIONS: OTHER MEANS OF CORRECTION WILL BE ATTEMPTED PRIOR TO SCHOOL REMOVAL UNLESS A SAFETY VIOLATION HAS OCCURRED

Problem Area EC 49800	EXPLANATION	POSSIBLE DISCIPLINARY ACTION
Aiding Or Abetting	Assisting, encouraging, supporting others in the act of violating school rules or inflicting harm. to another	Parent involvement, restorative practices, suspension, alternate school site,
Assault/Battery (A1)	Willfully engage in or threaten any act which causes or might cause serious physical injury to another person.	Suspension, alternate school site or program, report to police.
Weapons/Injurious Objects (Imitation Or Otherwise), Explosives, Laser Pointers(B)	Possession or use of a gun, a knife, or any object which might be used to inflict bodily injury to another person.	Restorative practices, suspension, expulsion, report to police.
Extortion/Robbery (E)	The solicitation of money, or something of value, in return for protection, or in connection with a threat to inflict harm.	Restorative practices, report to police.
Arson (F)	Starting or helping set a fire on a school campus	Suspension, expulsion, report to police, restorative practices
Explosive Devices/Pepper Spray (B)	The use, possession, or sale of any explosive device	Suspension, expulsion, report to police
Possession, Use Or Sale Of Drugs, Alcohol Or Paraphernalia (D) (J) (C) (P)	Use, possession, or sale of drugs, narcotics, Marijuana, alcohol or other controlled substances.	Parent involvement, cessation programs, restorative practices, suspension, alternate school site or program, expulsion, report to police
Fighting (A)	Mutual combat not resulting in serious physical injury	Informal talk, conference, conflict resolution, alternate school site, suspension, expulsion
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. Creates an intimidating environment.	Informal conference, parent involvement, suspension, alternate school site.
Hate Violence (4-8 Grade)	Actions committed because of the victim's race, color, religion, nationality, ancestry, disability or real or perceived sexual orientation.	Conference, restorative practices, parent involvement, suspension, expulsion, report to police.
Disorderly Conduct, Including Profanity, Verbal Abuse, And Obscene Behavior (4-8 Grade)	Conduct or behavior which is disruptive to the orderly educational procedure of the	Restorative practices, office referral, conference, parent involvement, alternate school site program

	school; vulgarity or acts which are considered obscene	
Unexcused Absence Or Truancies	Any absence which has not been excused both by a parent or legal guardian and approved by the appropriate school official	Parent conference, detention, alternate school site program, SARB referral, referral to District Attorney, written parent notice, truancy citations
Defiance Of Authority (Not A Suspendable Offense)	Refusal to comply with reasonable requests of school personnel.	Informal talk, restorative practices, office referral, detention, parent involvement, alternative school site or program
Tardiness	Arriving late to school or class.	Informal talk, restorative practices, detention, parent involvement, office referral, Saturday School
Uniform Dress Code	Not complying with the District uniform policy. A student is not permitted to attend school if his/her appearance is disruptive to the operation of school.	Informal talk, conference, restorative practices, detention
Gang Behavior/Attire	Engaging in behavior (writings, hand signals, intimidation, "stare downs", etc.) or wearing attire (caps, shirts, etc.) or symbols	Informal talk, office referral, restorative practices, detention, suspension, parent involvement, alternative school site or program
Bus Misconduct	Not following bus rules.	Parent involvement, loss of privilege to use school bus.
Forgery	Writing and using the signature or initials of another person.	Restorative practices, detention, suspension.
Cheating	Using or allowing use of unauthorized material other than the student's own, to complete tests or class assignments and claiming that the work was original.	Informal talk, restorative practices, detention, no credit for the assignment or test, parent involvement, drop from class.
Gambling	Participation in games of chance for the purpose of exchanging money or something of value.	Informal talk, restorative practices, parent involvement
Theft/Possession Of Stolen Property (G) (L)	Taking or attempting to take property that does not belong to oneself, or possession of stolen property.	Informal talk, restorative practices, conference, parent involvement, restitution, report to police.
Use Of Tobacco (H)	Use or possession of any tobacco products including electronic cigarettes and vapor pens	Informal talk, restorative practices, conference, parent involvement, detention, alternate school site, Saturday School
Destruction Or Defacement/ Vandalism Of School Property (F)	Destroying, damaging or mutilating property or materials belonging to school, school personnel or other persons	Informal talk, conference, restorative practices, suspension, restitution, report to police, alternate school site.
Inappropriate Internet Use	Any use of school Internet for purposes other than those specified by the school.	Informal talk, restorative practices, conference, suspension, loss of internet privileges

Terroristic Threats	Any threat to commit a crime that would result in serious injury or damage. Even if there is no intent.	Threat Team investigation, restorative practices, intervention, suspension, report to police
Harassment, Threats Or Intimidation (O)	Engages in harassment, threats or intimidation directed towards students or staff that creates substantial disorder, invades the rights of others and creates an intimidating or hostile educational environment.	Informal talk, restorative practices, conference, parent involvement, suspension or expulsion
Bullying, Cyberbullying & Harassment (R)	Any willful conduct directed at a specific person/group which seriously alarms or harasses and involves the imbalance of real or perceived power among those involved. including conduct by means of an electronic act, cell phone, messaging, social media, etc..	Informal talk, restorative practices, conference, contract, parent involvement, suspension or expulsion

SAFE PLACE TO LEARN ACT- PREVENTING BULLYING, HARRASSMENT & INTIMIDATION

The School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's antidiscrimination, antiharassment, anti-intimidation, and antibullying policies, please contact the school Principal. [EC 234 &234.1]

Depending upon the incident, notification of the authorities is one of several consequences. Issues of bullying and harassment are taken seriously, if your child is having issues with bullying please contact the school Principal. Forms to report bullying are available in the school office and on the district website. [EC 48900.2, 48900.3, 48900.4]

SCHOOL SAFETY BULLYING

The School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, **please contact the school Principal** to assist you in identifying and stopping this behavior [EC234.4 & 32283.5] Bully Prevention Plan- Pg

STUDENT THREAT RESPONSE

Threats on our school campuses are taken very seriously. A standard procedure for responding to ALL student threats of violence called "threat assessment" will be used. When a student communicates a threat to harm someone, law enforcement or a threat assessment team will do an assessment to determine how serious the threat is and what can be done to prevent the threat from being carried out. Our purpose is to prevent violence and find better ways to solve problems. The team will investigate threats, quickly resolve the "transient" threats, and take further action to deal with the "substantive" and serious threats. What is a threat?

A threat is any expression of intent to harm someone. Threats may be spoken, written or expressed in some other way such as through gestures, writings or drawings. Possession of a weapon will be investigated as a threat. If your student knows of someone making a threat it is important to contact the school principal. Help teach your student that there is a difference between “snitching” and trying to prevent an act of violence. If your student makes a threat or is the target of a “serious” threat, we will contact you, advise you of our response and seek your support and assistance in resolving the threat.

REPORTING THREATS- Any school official who is alerted to or perceives a homicidal threat made by a student in grades 6-12, MUST immediately report the threat or perceived threat to law enforcement. The report shall include copies of any evidence associated with the threat. This can include and writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. School Officials may report a perceived threat for a younger students in any situation in which they feel it is appropriate to maintain the safety and well-being of the student body and community.[EC49390(e)]

PUNISHMENT

Corporal Punishment, defined as the deliberate infliction of physical pain as a disciplinary measure, is prohibited by State law and District policy. An amount of force that is reasonable and necessary for a person employed by the District to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. [EC 49001]

HAZING

It is a crime to engage in hazing activities. In addition, any student who participates in hazing, or any act that causes or is likely to cause personal humiliation or disgrace will be referred for suspension and/or expulsion.[EC 32051-48900q]

SEARCHES

Searches of backpacks, bags, purses, and lockers may be made during the school year to ensure the safety of students may be conducted by the Principal or Designee. Searches may be conducted when there is a reasonable suspicion that a student possesses items in violation of the law or school rules. School Officials may search cell phones if there is reason to believe that the student has engaged in bullying or other prohibited activities impacting the school site. Items, including cell phones may be confiscated. Any illegal substances, drug paraphernalia, weapons or other objects that may be injurious to the student or to others that are confiscated shall be turned over to the police. It is the student and parents' responsibility to make sure there are no inappropriate items brought to school. [EC 49050 & New Jersey V TLO, 1985]

DISCIPLINE

The District has established the following procedures to ensure that students receive due process when they are subject to disciplinary action.

RECESS RESTRICTION

Recess restriction (detention) limits the free time allotted to a student for disciplinary purposes. Students shall not be restricted from eating lunch nor from taking care of personal hygiene needs.

AFTER SCHOOL DETENTION

A student may be detained after school for up to one hour after the close of classes for disciplinary action. When a student is detained every effort shall be made to notify the parents in advance.

EXPULSION HEARINGS

In the event a student is recommended for expulsion from the District, he or she is entitled to a hearing and, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for hearing. [EC 48918]

GENERAL SUSPENSION

Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a student may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. Suspension: the temporary removal of a student from class instruction for adjustment or disciplinary reasons. In all cases of suspension, the student must receive due process including an investigation and follow school procedures for positive interventions.

DUE PROCESS

Disciplinary action will be preceded by an investigation, a conference between the principal or designee and student, in which the student shall be informed of the reason for the action, the evidence against him, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent by telephone. The parent will be given written notice of the suspension. Notification of parent or guardian is extended to a foster child's attorney. Social worker or County Social Worker. [EC 47605]

While on suspension from school, the pupil is not to loiter on or about any school grounds at any time, nor to attend any Mt. Pleasant School District activity at any time. Violation may result in further disciplinary action. [E C 48900 (p)]

AUTHORITY TO SUSPEND SUSPENSION & EXPULSION

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, 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, alcohol 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.
- (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) 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.
A pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, shall not be suspended or be recommended for expulsion
 - (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

- (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286-289 of the Penal Code or committed a sexual battery as defined in Section 243.4.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- (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:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A message, text, sound, video, or image.
 - A post on a social network internet website, including, but not limited to:
 - Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1).

- (iii) (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

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

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.

SEXUAL HARASSMENT

In addition, 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.

The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. [EC 48900.2]

HATE VIOLENCE

In addition, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. [EC 48900.3]

HARASSMENT, THREATS OR INTIMIDATION

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. [EC 48900.4]

TERRORISTIC THREATS

A pupil may be suspended 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.

(a) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on

its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. [EC 48900.7]

PARENT/ GUARDIAN NOTIFICATION

By Teacher: The teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible. [EC 48910]

By Administrator: A school employee shall make a reasonable effort to conference with the student's parent or guardian in person or by telephone at the time of the suspension. [ED. CODE 48911 (d)] A written notice shall be sent to the parent or guardian.

Grounds for Suspension: No student shall be suspended from school unless the principal/principal designee of the school in which the student is enrolled determines that the student has violated one or more of the following provisions of Education Code 48900(A-M) or 48900.2, 48900.3, 48900.4 or 48900.7. In addition, State law requires that District to report certain offenses to law enforcement authorities. [EC §48902]

SUSPENSION OR EXPULSION DURING SCHOOL ACTIVITY/ATTENDANCE

A student may be suspended or expelled for violation of school rules on any school campus at any time of the day or night, regardless of the school district of jurisdiction.

APEAL PROCESS

A student or the student's parents may appeal to the Superintendent or his/her designee those disciplinary actions, other than expulsion, imposed upon a student for his/her school related acts of misconduct. Appeals must be made first in writing at the school level, and should be directed to the Principal. The Principal will attempt to resolve the appeal with a written response within ten school days. After appeal at the school level, if further appeal is desired, the appeal should be made at District level, and should be directed to the District Superintendent/Superintendent's Designee for resolution with a written response within fifteen school days. If the appeal is denied, the parent may place a written rebuttal to the action in the student's file.

EXPULSION

Expulsion is the involuntary removal of a student from all schools and programs of the School District for an extended period of time for acts of specified serious misconduct. Final action is taken only by vote of the Board of Education. The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. [EC 48917]

MANDATORY EXPULSION

Under the mandatory provision of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion.

1. Possessing, selling or otherwise furnishing a firearm,
2. Brandishing a knife,
3. Unlawfully selling a controlled substance (drug)
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive

EXPULSION MAY BE RECOMMENDED

In accordance with Education Code 48915 and by direction of the Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or 32 enumerated in Education Code sections 48915, 48900.2, 48900.3, 48900.4, or 48900.

ADDITIONAL REPORTING REQUIRED BY STATE LAW

The following offenses require school personnel, by law, to file a report to the police or a legal agency:

- An assault upon any person with a deadly weapon or by force likely to produce great bodily injury. [EC 48902]
- A non-accidentally inflicted physical injury upon a student or adult by another student or person, which requires medical attention beyond the level of school-applied first aid. [PC 11166]
- Actual or suspected sexual abuse, physical abuse or neglect of any child. A report must be made to a child protection agency. (PC 11166)
- An attack or assault on, or the menacing of, any school employee by a student.[EC 44014]
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, or intoxicants. [EC 48900(c)]
- Acts of school misconduct in violation of court-imposed conditions or probation. [EC 48267]
- Truancy of any student under court ordered mandatory attendance.
- Guns, weapons or dangerous objects on campus. [EC 48900(b)]

STUDENT RELEASE TO PEACE OFFICER

When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. [EC 48906]

INVOLUNTARY TRANSFERS

A school administrator may recommend an involuntary transfer of a student if convicted of a violent crime and if the victim attends the same school. Parents must be notified in writing and have the right to a meeting with the administration. The school will first attempt to resolve any conflict prior to transferring. Periodic reviews will be considered for returning to the school site if there is no on-going danger to either student or others on campus. The school board makes the final decision.[EC 48929]

STUDENT SURVEYS

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them. [EC51513-4]

WILLFUL FORCE OR VIOLENCE - REPORTING

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a student each suspension or expulsion of that student for the commission of any offenses in EC 48900(a-o), 48900.2, 48900.3, 48900.4, 48915(a)(1 -5), or 48915(c)(1 -4), 48900.8.

FREE SCHOOL ZONE

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of *[title of the school official]*. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle.

GUN SAFETY

This is a reminder that firearms are to be stored safely away from children and teens the accidental shooting of children and youth is the third leading cause of death following accident and suicide, California public schools are mandated to remind families to keep their home from such potential dangers, If there is a threat or perceived threat, the public schools will cooperate with local law enforcement. [EC3221.5] Gun violence and the threat of incidents in our schools impact the feeling of safety for students and staff alike. Over the past six years, the frequency of school shooting incidents has greatly increased. According to the K-12 School Shooting Database, in 2023 there were 348 incidents. Community members can help by:

- Familiarizing yourself with the BeSMART campaign
 - S- Secure all firearms
 - M - Model responsible behavior around firearms
 - A - Ask about the presence of unsecured firearms in homes
 - R - Recognize the role of firearms in suicide
 - T - Tell your peers to be S-M-A-R-T
- Reviewing and sharing the Safe Storage Fact Sheet
- Voluntarily surrendering firearms to the Sheriff's Office

RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and participate in the education of their children as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to; providing assistance in the classroom with the approval, and under the direct supervision of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child. [EC § 51101]

APPEARANCE/DRESS CODE/ SCHOOL UNIFORM- On Site Only

The Mt. Pleasant Elementary School District is committed to ensuring our schools are safe and free of gangs and where learning is the focus. Our schools require a dress code uniform which will be provided to families at no cost, if requested due to inability to purchase.

Therefore, no shade of red or blue clothing, accessory, backpack, or jewelry, other than the navy blue school uniform, is permitted on campus. All clothing must be size appropriate (not too baggy, too tight, too short or too revealing). Students must adhere to the following uniform policies:

PANTS **Grades K-5 & Ida Jew Navy Blue or Black** **Grades 6-8th Khaki** (tan) or Black

*Twill slacks, shorts, or capris *Neatly hemmed *Not banded *Sweatpants in Grades K-5 only

PANTS MUST BE WORN ON OR ABOVE THE NATURAL HIP LINE NO SAGGING

TOPS **Grades K-5th White or Forest Green** **Grades 6-8th White or Navy**

*Polo shirt with collar *Blouse with collar (K-5) *Turtle neck or mock neck. *Long or short sleeved

Individual School Spirit Shirts: Each site administrator will determine when **Spirit Shirts** may be worn.

*If an undershirt /tee shirt is worn, it must be **white** and free of logos or designs and be **tucked in.**

*Polo shirts must be long enough to cover the top of the pant pocket. **Not too long, tight or baggy**

SKIRT **Grades K-5th & Ida Jew Navy Blue** **Grades 6-8th**

*Pleated, plain or skorts

*No shorter than fingertip length

SWEATSHIRT

Grade K-5th Forest Green

Grades 6-8th gray (any shade) or white

*Hooded or non-hooded. *Pull on or zipper style*School logo or plain. *Free of other logos or designs

Hoods may not be worn in the classroom

School, MPAS or Science Camp Sweatshirts-Must be size appropriate-not too big or too small.

Site administrators will determine when spirit shirts, Science Camp, MPAS or Washington D.C. sweatshirts may be worn.

ALL CLOTHES MUST BE SIZE APPROPRIATE. No short shorts or mini-skirts, tank tops, tube tops, or spaghetti straps. This applies to non-uniform days also.

JACKETS

*Solid color Jackets with team logos or other advertisements are not permitted.

BELTS

*Plain black, brown, or white *Plain Buckle. *Belts must be size appropriate *No decoration.

SOCKS ***White brown or black.**

*One pair of socks may be worn

*Tights may be worn

SHOES ***Solid white, brown or black**

*Enclosed toes and heels *Shoes must be tied. * No Crocs * Shoes must be appropriate to participate in P.E.

HAIR

*Hair should be clean and neatly groomed. *Hairspray or mousse containers are not allowed

Hair styles should be appropriate in length and color; not distracting to other students or disruptive to the learning process.

MAKE-UP, PERFUME, GROOMING PRODUCTS

*Make up is not appropriate for the K-5 setting.

*Sprays such as deoderant or perfumes are not allowed

JEWELRY

* Long earrings and large hoops are not permitted. * No chain wallets

- * Jewelry that offends community sensibilities is not allowed.
- * Students with body piercings (lip, eyebrow, nose, tongue, etc.) are not permitted to wear jewelry in those piercings to school.

HATS, SUNGLASSES, AND ACCESSORIES

- * Head coverings may only be worn for protection from weather or religious reasons.
- * Head coverings or hair decorations that are gang-like in nature or color, including bandanas, are not permitted.
- * Sunglasses may not be worn at school except to block the sun
- * Accessories that interfere with learning or present a safety threat are not allowed.

BACKPACKS Grades 6-8

*** Black, brown, white, or dark green**

- * Backpacks must be solid color. * Patches are not permitted.
- * Backpacks with print fabric, cartoon characters, or other logos are not appropriate for junior high school and are not permitted.
- * Backpacks are to be free from all writing or drawings except the student's name written one time neatly.

BACKPACKS Grades K-5

- * Backpacks that are solid in color, (except red or navy/powder blue), with print fabric, cartoon characters, or other logos are appropriate the elementary grades.
- * Backpacks are to be free from all writing or drawings except the student's name written one time neatly.
- * Patches, keys chains, etc. are not permitted.
- * Backpacks with inappropriate writing or drawings may be spray painted by the school.

DRESS CODE/ NON-UNIFORM DAY GUIDELINES:

On days identified as non-uniform days, students are asked to maintain the non-uniform Dress Code Guidelines. Students should dress within acceptable standards of cleanliness and modesty. All clothing in good repair, non-distracting, non-offensive.

THE FOLLOWING CLOTHING ITEMS ARE NOT PERMITTED

- Revealing clothing that is distracting or disruptive to the learning process. i.e., low cut tops, tank tops or shirts, crop tops, cut-offs, or see-through clothing
- Clothing, jewelry, or pins that advertise products that are illegal or off limits to minors, or that may offend community sensibilities and/or interfere with students doing their best work.
- Skirts and shorts that do not reach your fingertips when arms are at their sides.
- Sandals, flipflops, Crocs or high-heeled shoes.
- Tattoos(even temporary) or any visible piercings
- No Red or Blue clothing or items with insignias from non-school clubs, organizations, sports teams, or gangs. [EC 35183,35183.5]

Students not following the guidelines may borrow items from the Office or call home to get clothing brought to school. Students who are ineligible for the non-uniform day and do not wear their school uniform will also call home to have his or her uniform brought to school.

DRESS CODE VIOLATIONS

The purpose of the school uniform is to help prepare students to learn. Parents will be asked to bring the uniform to school. Students with specific medical needs related to the uniform must notify the office and have a doctor's note on file. Any consequences are to the administrator's discretion, but may include: *A warning letter * Exclusion from non-uniform days *Other action based on individual needs

PLEASE NOTE: The Administration reserves the right to modify or change the dress code policy as necessary to ensure the safety of the students and the quality of instruction.

PARENT WAIVER (Not Applicable to Ida Jew) Parents/ Guardians may request a uniform waiver. Waivers are available at the district office and a meeting with the administration is requested to discuss the waiver and dress code. Students that have a uniform waiver must still adhere to the dress code guidelines listed above.

PARENT PARTICIPATION IN SCHOOL MEETINGS AND S: LC 230.8

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address childcare or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. (Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS(PBIS) – BEST

Every student, has the right to be educated in a safe and respectful environment. Every educator has the right to teach in an atmosphere free from disruption. To this end, the district has adopted a school wide Positive Behavior Intervention and Support (PBIS) /BEST program.

BEST is based on research that indicates that the most effective discipline systems use strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to be successful.

Each school will develop a positive behavior approach that includes: explicitly teaching school rules and expectations; positively reinforcing appropriate student behavior; classroom behavior plans using effective classroom management routines; providing early intervention and support strategies for misconduct; and appropriate use of meaningful consequences.

All stakeholders have responsibilities in assuring a safe and positive environment for learning.

STUDENT RESPONSIBILITIES

Students are expected to learn and follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers.

1. BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

2. BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.

3. BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

PARENT/CAREGIVER RESPONSIBILITIES

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

1. Support the implementation of the school's Behavioral Plan.
2. Be familiar with and review the School Rules and Expectations with their children.
3. Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
4. If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs.
5. Send the student to school prepared for work--with books, pencil, homework, and in uniform or in compliance with the dress code.
6. Insure that the student attends school regularly and is on time.

TEACHER RESPONSIBILITIES

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective positive classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

1. Defining, teaching, and reviewing classroom and school behavioral expectations and school rules.
2. Developing and communicating a positive Classroom Management Plan.
3. Acknowledging and reinforcing appropriate student behavior.
4. Working with families to reinforce appropriate behavior (communicating through meetings, phoning, and emailing).
5. Addressing, responding and reporting any acts of bullying or harassment.
6. Reporting significant misbehavior to the school administrator for a student who engages in ongoing misconduct, despite appropriate interventions.

PRINCIPAL RESPONSIBILITIES

School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

1. Ensuring that behavioral expectations and school rules will be taught, enforced and communicated to students, parents/caregivers, staff and community.
2. Ensuring that ongoing accurate data are inputted into the district student data base for all students.
3. Providing necessary support for staff and parents/caregivers in maintaining an environment conducive to learning.
4. Collaborating and partnering with after-school programs and outside agencies when appropriate.
5. Assembling an ongoing collaborative team at the school(e.g. Student Study Teams) with appropriate staff and the parent/caregiver(s) to address behaviors for students who engage in ongoing misconduct, despite appropriate interventions.

DISTRICT RESPONSIBILITIES

Supporting a positive school culture, and developing appropriate student discipline practices are district priorities. District staff play an active supportive role and are responsible for:

1. Ensuring alignment and ongoing training of all district offices, programs, policies and schools in the successful implementation of BEST: initiatives with the *Positive School Climate Policy*.
2. Regularly identifying, developing, maintaining and coaching prevention and intervention activities consistent with BEST PBIS.
3. Analyzing data, monitoring, and evaluating school practices in order to address situations where practices need to be strengthened.
4. Assisting sites in the use of data in developing school-wide positive behavior interventions & support (PBIS).

PROTECTING AND RESPECTING PRIVACY IN A DIGITAL WORLD-

FROM COMMON SENSE MEDIA <http://www.commonsensemedia.org/>

WHAT'S THE ISSUE?

Our kids live in a culture of sharing that has forever changed the concept of privacy. In a world where

everyone is connected and anything created online can be copied, pasted, and sent to thousands of people in a heartbeat, privacy starts to mean something different than simply guarding personal or private information. Each time your child fills out a profile without privacy controls, comments on something, posts a video, or texts a picture of themselves to friends, they potentially broadcast themselves to the world.

WHY DOES IT MATTER?

Digital life is both public and permanent. Everything our kids do online creates digital footprints that migrate and persist. Something that happens on the spur of the moment – a funny picture, an angry post – can resurface years later. And if kids aren't careful, their reputations can be harmed. Your child may think he or she just sent something to a friend – but that friend can send it to a friend's friend, who can send it to their friends' friends, and so on. That's how secrets become headlines and how false information spreads fast and furiously. The stakes only increase when we remember that all of this takes place in front of a huge, invisible audience. Kids' deepest secrets can be shared with thousands of people they've never even met.

COMMON SENSE SAYS

Help kids think long term. Everything leaves a digital footprint. Whatever gets created may never go away. If they don't want to see it tomorrow, they'd better not post or text it today. Explain to them that nothing is really private online – no matter what they think. Privacy settings aren't infallible. Others can pass on information that is supposed to be private. It's up to kids to protect themselves by thinking twice before they post anything that could damage their reputation or that someone else could use to embarrass or hurt them.

Teach kids to keep personal information private. Help kids define which information is important for them to keep private when they're online. To start, we recommend that kids not share their addresses, phone numbers, or birth dates.

Make sure your kids use privacy settings on their social network pages. Encourage kids to think carefully about the nature of their relationships (close friends, family, acquaintances, strangers) and adjust their privacy settings accordingly.

Remind kids to protect their friends' privacy. Passing along a rumor or identifying someone in a picture (called "tagging") affects other people's privacy. If your kids are tagged in friends' photos, they can ask to have the photos or the tags removed. But beyond that, there's not too much they can do.

Remind kids that the Golden Rule applies online. What goes around comes around. If kids spread a rumor or talk poorly about someone, they can't assume that what they post will stay private. Whatever negative things they say can and probably will come back to haunt them, in more ways than they can imagine.

BULLYING BEHAVIOR/HARASSMENT PREVENTION AND INTERVENTION PLAN

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

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

The Mt. Pleasant School District expects students and/or staff to immediately address and report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur or are made aware of such an incident. Each complaint of bullying should be promptly investigated according to site procedures. This policy applies to students on school grounds, while they are traveling to and from school or a school-sponsored activity. This policy also applies to incidents of cyber bullying.

To ensure bullying does not occur on school campuses, the Mt. Pleasant School District will provide staff development training in prevention of bullying and help cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

The Mt. Pleasant School District teachers will discuss this policy with students in ways appropriate to their ages. Teachers will assure all students that they need not endure any form of bullying or harassment and should not be either victims or bystanders to bullying. Students who bully others are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school has a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus. The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to the principal or designee.

Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the District handbook and/or information packet. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff is expected to immediately intervene when they see a bullying incident occur.

People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Procedures for Investigating and Responding to Bullying Incidents

Reporting

The Site Principal shall establish and publicize to students, staff, and community how to report incidents of bullying and actions that may be taken. The process for receiving and investigating instances of bullying of any kind, as defined within this policy, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics. School personnel who witness such acts of bullying as defined within this policy shall take immediate steps to intervene. Complaints of bullying shall be investigated and resolved in accordance with site-level investigation.

Reporting any act of bullying:

The principal/designee is responsible for receiving oral or written complaints alleging bullying or harassment. Reporting forms are available in the school office and on each school's website under the Parents tab.

Students may report complaints of bullying to any school employee. Any such reports of bullying allegations must be forwarded, in writing, to the principal/designee. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.

Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.

The Principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.

Anonymous reports of bullying may be made to the appropriate school official. School officials should

develop and publicize a system in which students, employees, volunteers, parents/guardians can make an anonymous report of bullying.

The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. School officials should investigate all complaints and reports of harassment, whether or not the complaint is in writing.

CYBER BULLYING

What is cyber bullying?

Cyber bullying is harassing other individuals through communication technologies such as the Internet, emails, chat rooms, cell phones, on-line journals/blog sites and instant messages.

How is cyber bullying different than "traditional" forms of bullying?

In traditional forms of bullying victims know their bullies. When youth are cyber bullied they receive messages from individuals anonymously or from individuals with electronic aliases. A victim's cyber bully can be his/her best friend. Traditional bullying typically occurred at school or on the way to and from the school ground. Victims of cyber bullying often cannot hide from their bullies, and they can be victimized in their own home 24 hours a day, 7 days a week - wherever and whenever they access their electronic equipment.

How pervasive is the problem?

It is difficult to assess the extent of the problem because this is a relatively new phenomenon in the U.S. Most of the available research has been conducted in England, Australia, New Zealand, and Canada - countries that have been impacted by cyber bullying for several years. Data from England shows that 1 in 3 children between the ages of 7 and 11 have their own mobile phones, and a 2002 British survey found that one in four youth, aged 11 to 19 has been threatened, including death threats, via their computers or cell phones.

What are some examples of cyber bullying?

The most popular form of cyber bullying is nasty text messages sent via cell phones. Children or adults who are harassed by cell phone can receive up to 50 messages a day (the phone's mailbox limit). Other uses of cell phones include taking a picture with a camera phone and then posting the picture where hundreds or thousands of others can view it. Several incidents have occurred where students have been in a locker room, shower, or bathroom and a picture was taken of them and posted to an Internet site. Another example of cyber bullying includes on-line voting booths that allow students to vote for the ugliest, fattest, or dumbest boy/girl at a given school. People can also be bullied through instant messages that are delivered to their home computer when they log on to use the Internet or check email.

Why should I be concerned?

Research on traditional bullying indicates there are both short and long-term consequences on victims such as, low self-esteem, depression, illness, anxiety, absenteeism, and thoughts of suicide. Although research about how victims and bullies are impacted by cyber bullying is still being conducted, preliminary data suggests that cyber bullying may have more devastating effects than traditional counterpart. Cyber bullying also impacts schools. Although incidents that happen in cyber space may occur off school campus, the effects are seen and felt in the school's climate. Cyber bullying incidents that go unaddressed can escalate and be the cause of legal concerns for schools or school systems.

What can be done?

First and foremost, parents, teachers, law enforcement, and other concerned adults need to be aware of the technology young people are using and the dangers that the various forms of communication can present. Adults should also be aware of the impact that bullying can have on young people and where one can turn for help should their child be involved with cyber bullying.

Tips for children

- Be careful of whom you give your number or on-line address.

- Never give out your password!
- Do not respond to messages from people you do not know.
- Do not respond to electronic bullying messages.
- Save or print harassing messages.
- Report harassment to parents and school officials.
- Never meet on-line acquaintances without an adult present.
- Change your on-line account or cell phone accounts if necessary.
- Don't send any message or picture that you would not want your parents or strangers to see.

Tips for parents

- Talk with children about the threat of on-line or electronic bullies.
- Place the computer in a familiar place where its use can be monitored.
- Watch your children's reactions when email, instant messages or texts come in.
- Consider purchasing software that records instant messages.
- Monitor your child's text messages, email and social networking sites on the computer and other electronic devices
- Know whom to contact if your child is involved in cyber bullying.

Tips for educators

- Educate teachers and students about the seriousness of the problem.
- Amend anti-bullying policies to include electronic bullying.
- Teachers should discuss Internet safety with their students.
- Educate parents about cyber bullying and who they should contact if their child is involved in a bullying Incident.

For more information visit the following sites:

For victims: www.bullying.org

General information: www.cyberbullying.ca or www.media-awareness.ca

For more information contact the Public Health Department's Violence Prevention Program, 408.494.7844

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
 - Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Parents or eligible students who wish to ask the school to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. Refer to the section in the handbook entitled, "Challenges to Pupil Record Information" for further details.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from

the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. [§99.31(a)(1)]
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. [§99.31(a)(2)]
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. [§§99.31(a)(3) and 99.35]
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. [§99.31(a)(4)]
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. [§99.31(a)(5)]
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. [§99.31(a)(6)]
- To accrediting organizations to carry out their accrediting functions. [§99.31(a)(7)]
- To parents of an eligible student if the student is a dependent for IRS tax purposes. [§99.31(a)(8)]

- To comply with a judicial order or lawfully issued subpoena. [§99.31(a)(9)]To appropriate officials in connection with a health or safety emergency, subject to §99.36. [§99.31(a)(10)]
- Information the school has designated as "directory information" under §99.37. [§99.31(a)(11)]

Directory information, is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school or school district to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want your school or school district to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school. Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release as indicated in the Information Release Form submitted to the school.

- Name
- Address
- Date of birth
- Dates of attendance (e.g., by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

COMPLAINT PROCEDURES-

How to file a complaint: **If an individual is filing a complaint there are different procedures depending on the area of concern, complaints do not have to be on a District form but must be submitted in writing and contain all necessary information, only a Williams Complaint may be filed anonymously.** Language assistance or assistance with writing the complaint will be provided if necessary. It is highly encouraged that concerns are expressed to the school principal before submitting a formal complaint in order to allow the school to respond to the concerns. MPESD will use the appropriate procedures to investigate the complaint based on the area of concern. To file a formal complaint, please contact Ms. De La Rosa, in the Superintendent's Office at 408 223-3710 to request a complaint form. Further information is available at www.mpesd.org.

Described below are the different types of complaint procedures

LOCAL DISTRICT COMPLAINT PROCEDURES

General complaints related to an employee, school procedures, student or other matter that does not fall under another complaint procedure. Complaints should be filed in writing with the School Principal or Superintendent's office.

UNIFORM COMPLAINT PROCEDURES

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by alleging a violation of federal or state laws or regulations, related to, and all programs and activities that are subject to the UCP.

- Programs and Activities Subject to the UCP:
- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety (MPAS)
- Unlawful discrimination, harassment, intimidation or bullying against any protected group

- Education of students in Foster Care, students who are Homeless, former Juvenile Court students and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Charging pupil fees for participation in an educational activity
- Reasonable Accommodations to a Lactating Pupil
- School Plans For Student Achievement
- School Safety Plans
- School site Councils
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing
- Post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2.

WILLIAMS COMPLAINT POLICY & PROCEDURES

William's complaints are specific to safe and clean facilities, teacher vacancy or misassignments, and availability of adopted instructional materials.

- Sufficient adopted textbooks and instructional materials. That means that each pupil, including English learners, must have access to a textbook or instructional material, or both, to use in class and to take home.
- School Facilities must be clean, safe, and maintained in good repair
- No teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teachers should have the proper credential to teach the class, including the certification to teach English learners if present. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint may be filed. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. Individuals are highly encouraged to express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns. [EC 35186]

SEXUAL HARRASSMENT COMPLAINT PROCEDURES

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator, regardless of whether the alleged victim files a formal complaint. All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3 - Uniform Complaint Procedures. [cf. 5145.71]

SPECIAL EDUCATION COMPLAINT PROCEDURES

A state compliance complaint may be filed if there is a concern that violated federal, or state special education laws or regulations have been violated. The written complaint must specify at least one alleged violation of federal and state special education laws occurred not more than one year prior to the date the complaint is received. A copy of the complaint must be provided to the school district at the same time it is

filed with the CDE. More information can be obtained on filing a www.cde.ca.gov/sp/se/qa/cmplntproc.asp. Complaints not alleging violation of federal, or state laws should use local procedures.

UNIFORM COMPLAINT PROCEDURES

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the complainant in writing within 60 days. The complainant may appeal to CDE within 15 days if not in agreement with the final report.

Please contact **Superintendent's Office, 408 223-3710**, if you would like more information on how to file a complaint with the school or district, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

Uniform Complaint Procedure - Annual Notice Community Relations

California Department of Education

December, 2023

Authorized by: *California Code of Regulations*, Title 5 sections 4600-4694

What is a UCP complaint?

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement alleging a violation of federal or state laws governing certain educational programs.

What agencies are subject to the UCP?

The UCP covers alleged violations by local educational agencies (LEAs) (school districts, county offices of education, and charter schools) and local public or private agencies which receive direct or indirect funding from the State to provide specific school programs, activities, or related services.

What educational programs and services are covered by the UCP?

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or 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 Education 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 (5 CCR 4610)
Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act

- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- School Plans for Student Achievement
- School site Councils
- State Preschool

What issues are not covered by the UCP?

Not all complaints fall under the scope of the UCP. Many concerns are the responsibility of the LEA, including classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley-Keene Open Meeting Act, the Brown Act, and other general education requirements. The LEA, however, may use its local complaint procedures to address complaints not covered by the UCP.

Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

In addition, the following complaints are referred to other agencies for resolution and not subject to the UCP:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Health and safety complaints regarding licensed facilities operating a Child Development Program are referred to the Department of Social Services.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
-

How do I file a UCP complaint and how is it processed?

The LEA's UCP complaint policies and procedures provide the information needed to file a local complaint. Each LEA must annually notify its students, employees, parents/guardians, school and district advisory committees, appropriate private school officials and other interested parties of the LEA's UCP complaint policies and procedures, and the opportunity to appeal the LEA's Investigation Report to the CDE. LEAs must provide their complaint policies and procedures free of charge.

What are the responsibilities of the complainant?

- Receives and reviews the UCP complaint policies and procedures from the LEA.
- Files a written complaint by following the steps described in the LEA's UCP complaint procedures.
 1. The signature on a complaint may be handwritten, typed (including in an email) or electronically-generated.
 2. A complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.
 3. All complaints must be filed within one year from the date of the alleged violation. For Local Control and Accountability Plan (LCAP) complaints the date of the alleged violation is the date when the reviewing authority approves the LAP or annual update that was adopted by the LEA.
- Cooperates in the investigation and provides the LEA investigator with information and other evidence related to the allegations in the complaint.
- May file a written appeal to the CDE within 30 calendar days of receiving the LEA's decision if they believe the LEA's decision is incorrect.
- Must specify the basis for the appeal and whether the LEA's facts are incorrect and/or the law is misapplied. The appeal packet must contain a copy of the original complaint to the LEA and a copy of the LEA's decision.
- Where applicable, within 30 calendar days of receiving the CDE's decision or report, may submit a request for reconsideration by the Superintendent of Public Instruction at the CDE or their designee. The request for reconsideration must specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the appeal Decision.

- When filing an appeal with the CDE, must specify and explain the basis for the appeal, including at least one of the following:
 1. The LEA failed to follow its complaint procedures, and/or;
 2. Relative to the allegations of the complaint, the LEA Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or;
 3. The material findings of fact in the LEA Investigation Report are not supported by substantial evidence, and/or;
 4. The legal conclusion in the LEA Investigation Report is inconsistent with the law, and/or;
 5. In a case in which the LEA found noncompliance, the corrective actions fail to provide a proper remedy.

What are the responsibilities of the LEA?

- Ensures compliance with applicable federal and state laws and regulations.
- Adopts UCP complaint policies and procedures consistent with the *California Code of Regulations*, Title 5 sections 4600–4694.
- Designates a staff member to be responsible for receiving, investigating and resolving complaints and makes sure the staff member is knowledgeable about the laws/programs they are assigned.
- Must give the filing party an opportunity to present information and/or evidence relevant to the complaint.
- Protects complainants from retaliation.
- Resolves the complaint and completes a written report within 60 calendar days of receipt of the complaint unless extended by written agreement of the complainant.
- Must advise the complainant of the right to appeal the LEA's Investigation Report to the CDE within 30 calendar days of receiving the report.
- If the LEA finds merit in a complaint, it must impose corrective actions for, including, but not limited to complaints involving pupil fees, courses of study, instructional minutes for physical education and LCAP, and must include a remedy to all affected pupils, parents and guardians.
- LEAs shall provide the investigative file to CDE within 10 days of notification of an appeal. An LEA's failure to provide a timely and complete response may result in the CDE ruling on the appeal without considering information from the LEA.

Mt. Pleasant School District designates the individual identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws.

**Director of Personnel
 3434 Marten Avenue
 San Jose, CA 95148
 408 223-3745
sajewett@mpesd.org**

What are the responsibilities of the CDE?

The UCP authorizes the CDE to process appeals of the LEA's Investigation Report on UCP complaints; or, in certain specified situations, to intervene directly and investigate the allegations in the complaint. The CDE:

- Reviews, monitors and provides technical assistance to all LEAs regarding the adoption of UCP complaint policies and procedures by the LEA's governing board.
- Refers a complaint to the LEA for resolution when appropriate.
- Considers a variety of alternatives to resolve a complaint or appeal when:
 - The complainant alleges and the CDE verifies that, through no fault of the complainant, the LEA fails to act within 60 calendar days of receiving the complaint.
 - The complainant appeals an LEA decision if they believe the decision is factually and/or legally incorrect.
 - When requested by the complainant, the CDE determines when direct intervention is applicable.
- Requires corrective action by the LEA if noncompliance issues are identified during the investigation.

- Provides monitoring and technical assistance to LEAs to ensure resolution of findings of noncompliance.
- Where applicable, notifies the parties of the right to request reconsideration of the CDE's decision/report by the Superintendent of Public Instruction at the CDE within 30 calendar days of the receipt of the decision/report.
- For those programs governed by part 76 of Title 34 of the *Code of Federal Regulations*, notifies the parties of the right to appeal to the United States Secretary of Education.
- If the CDE finds merit in an appeal, it must issue corrective actions for, including, but not limited to, complaints involving pupil fees, courses of study, instructional minutes for physical education and local control and accountability plans, and must include a remedy to all affected pupils, parents, and guardians.
- The CDE must issue an appeal Decision within 60 days, unless extended by written agreement with the Appellant, or the CDE documents exceptional circumstances and informs the Appellant, or the CDE receives notice that the matter has been resolved at the local level, or the CDE receives notice that the matter has been judicially decided.
- On reconsideration, the CDE will not consider new information unless it was unknown during the appeal and could not have become known with due diligence.
- The CDE must act on the reconsideration request within 60 days. During the reconsideration period, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.
- The CDE may at its discretion directly intervene without waiting for an LEA investigation in certain enumerated situations.
- The CDE must directly intervene if the complaint alleges that an agency that is not an LEA violated laws relating to a Child Care and Development program.
- When CDE declines direct intervention in an anonymous complaint, the CDE will not forward the complaint to the LEA without the complainant's permission.
- When the CDE directly intervenes, the CDE must issue a Department Investigation Report within 60 days, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant, or the matter has been resolved at the local level or judicially decided.
- On reconsideration, the CDE will not consider new information unless it was unknown during the investigation and could not have become known with due diligence.
- The CDE must act on the reconsideration request within 60 days. During the reconsideration period, the CDE Investigation Report remains in effect and enforceable, unless stayed by a court.
- Within 30 days of the date of the CDE's appeal Decision, either party may request reconsideration. Within 30 days of the date of the CDE's Investigation Report, either party may request reconsideration.

Williams Complaints

A Williams complaint concerns instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment. They may be filed anonymously. LEAs must have a complaint form available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. Under applicable regulations, a notice must be posted in each classroom in each school notifying parents and guardians of the matters subject to a Williams complaint and where to obtain a form to file a complaint.

A Williams complaint must be resolved by the school principal or by the district superintendent or his or her designee. A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the board. Except for complaints involving a condition of a facility that poses an emergency or urgent threat, there is no right of appeal to the CDE.

In the case of complaints concerning a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution has the right to file an appeal to the Superintendent of Public Instruction at the CDE within 15 calendar days of receiving the LEA's decision.

For further information on Williams complaints please go to the CDE Web site and search for Williams Facilities Complaints and Appeals.

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

A complaint regarding State Preschool Health and Safety issues incorporate emergency and/or urgent facilities conditions that pose a threat to the health and safety of students. They may be filed anonymously. LEAs must have a complaint form available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. Under applicable regulations, a notice must be posted in each state preschool classroom notifying parents and guardians of the matters subject to these complaints and where to obtain a form to file a complaint.

A state preschool health and safety complaint must be resolved by the school principal or by the district superintendent or his or her designee. A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the board. A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of the district superintendent has the right to file an appeal to the Superintendent of Public Instruction.

For further information please go to the CDE Web site and search for **State Preschool Health and Safety Issues in LEAs Exempt from Licensing** Complaints and Appeals.

Additional Information

For additional information, contact the appropriate office listed, or visit the UCP Web page at Uniform Complaint Procedures.

SEXUAL HARASSMENT BP 5145.7

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, posting it at school sites and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
- A clear message that students do not have to endure sexual harassment under any circumstance
- Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
- A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the way the sexual harassment complaint will be received, investigated, or resolved.

- A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
- Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
- A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

- Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.
- Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Adopted 09/2020

SEXUAL HARASSMENT

AR 5145.7

STUDENTS

Title IX Coordinator

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Mrs. Laurie Ann Breton, Director Student Support Services, 3434 Marten Avenue, San Jose, CA 95148, 408 223-3744, lbreton@mpesd.org

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited, and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion
- Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

TYPE 2 DIABETES INFORMATION

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Type 2 diabetes is the most common form of diabetes in adults.

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children are overweight. The chances are more than double that an overweight child will develop diabetes.

- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity Being inactive further reduces the body's ability to respond to insulin
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

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

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy

foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal

blood glucose levels.

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

Type 2 Diabetes Screening Tests

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's

age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or prediabetes

(a condition which may lead to type 2 diabetes). The primary test used to diagnose type 1 diabetes in children is the:

- **Random blood sugar test.** A blood sample is taken at a random time. Blood sugar values are expressed in milligrams per deciliter (mg/dL) or millimoles per liter (mmol/L). Regardless of when the child last ate, a random blood sugar level of 200 mg/dL (11.1 mmol/L) or higher suggests diabetes. If the child's random blood sugar test results don't suggest diabetes, but the doctor still suspects it because of the child's symptoms, the doctor may do a:
- **Glycated hemoglobin (A1C) test.** This blood test indicates an average blood sugar level for the past two to three months. It works by measuring the percentage of blood sugar attached to hemoglobin, the oxygen-carrying protein in red blood cells.

The higher the blood sugar levels, the more hemoglobin that has sugar attached. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Another test a doctor may use is a fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL (5.6 mmol/L) is normal. A fasting blood sugar level from 100 to 125 mg/dL (5.6 to 6.9 mmol/L) is considered prediabetes. If it's 126 mg/dL (7.0 mmol/L) or higher on two separate tests, the child will be diagnosed with diabetes.

If a child is diagnosed with diabetes, the doctor will also run blood tests to check for autoantibodies that are common in type 1 diabetes and help doctors distinguish between type 1 and type 2 diabetes. The presence of ketones – byproducts from the breakdown of fat – in the child's urine also suggests type 1 diabetes rather than type 2.

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

WRITTEN NOTIFICATION REQUIREMENT OF PARENTAL RIGHTS REGARDING THE USE OF PUBLIC BENEFITS OR INSURANCE

Notification Requirement

Parents must be provided with the written notification before the LEA may seek to access the child's or parent's Medi-Cal benefits for the first time (and prior to obtaining the one-time parent consent described below) and annually thereafter (34 CFR Section 300.154[d][2][iv],[v]). The notification must be written in a language that is understandable to the general public and in the native language, or in another mode of communication used by the parent; unless it is clearly feasible not to do so (34 CFR Section 300.503[c]).

Parental Consent

If the LEA has not previously accessed Medi-Cal benefits to pay for related services that it was required to provide to the student under the IDEA at no charge, it must obtain a one-time written consent from the parent. The consent requirement has two parts per 34 CFR Section 300.154(d):

1. Consent for disclosure of the student's personally identifiable information to the state agency (Department of Health Care Services) administering Medi-Cal. The LEA is required to obtain written consent prior to disclosing personally identifiable information for billing purposes. The consent must specify the personally identifiable information that the LEA may disclose (for example, records or information about the services provided to the student), the purpose for disclosure (billing for special education and related services), and the agency to which the LEA may disclose the information (for example, county mental health plan) (34CFR Section 300.154[d][2][iv][A]).
2. A statement to access Medi-Cal. Consent must include a statement specifying that the parents understand and agree that the LEA may use the student's Medi-Cal benefits to pay for special education and related services under 34 CFR part 300 (IDEA) (34 CFR Section 300.154[d][2][iv][B]).

If the parent previously provided consent to the LEA to access the student's Medi-Cal benefits to pay for special education and related services under the IDEA prior to March 18, 2013, the effective date of the amendments to 34 CFR Section 300.154, the LEA is not required to obtain new consent from the parents as long as the following two conditions are present:

1. There is no change in the type of service to be provided to the student, the amount or duration of services to be provided, or the cost of the services.
2. The LEA has on file the previous consent that met the requirements that were in effect at the time that consent was provided.

Even if the LEA is not required to obtain a new written consent from the parent, it must provide the annual notification to the parent, prior to continuing to bill Medi-Cal for special education and related services.

No Cost Provisions

The “no cost” provisions include:

- A LEA may not require a parent or student to enroll in Medi-Cal (or any other public benefit or insurance) in order for
- the student to receive a free appropriate public education. The LEA cannot make enrollment in Medi-Cal a condition for providing special education and related services required under the IDEA at no charge to the student and his/her parent (34 CFR Section 300.154[d][2][i]).
- A LEA cannot require the student or his/her parent to pay for out-of-pocket expenses, such as a co-pay or deductible, for filing a claim for services that the LEA is required to provide as special education or related services free of charge (34 CFR Section 300.154[d][2][ii]).
- A LEA may not use a student's Medi-Cal benefits if using the benefits would:
 - Decrease the available lifetime coverage or any other insured benefit, such as the allowable amount of a service (for example, number of sessions of mental health services)
 - Cause the student or his/her parent to pay for services otherwise covered by Medi-Cal that the student requires outside the time that the student is at school
 - Cause the parent to risk the loss of the student's eligibility for home and community based waivers that are based on total health related expenditures. (34 CFR Section 300.154[d][2][iii] [A-D])
 - Cause an increase in the premium or lead to cancellation of Medi-Cal benefits

Withdrawal of Consent

In this context, consent means:

- The parent has been fully informed of all information relevant to the activity for which consent is sought (Medi-Cal billing), in his/ her native language or other mode of communication.
- The parent understands and agrees in writing to the implementation of the activity for which consent is sought, and the consent describes that activity and lists the records that will be released and to whom.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive. (34 CFR Section 300.9).

Under 34 CFR part 99 and 34 CFR part 300, parents have the right at any time to withdraw consent for the use of their, or their student's, public benefits or insurance (Medi-Cal) (34 CFR Section 300.154[d][2][v][C]. If a parent no longer wishes to allow a LEA to bill the student's Medi-Cal benefits for special education and related services, consent can be withdrawn for the LEAs to disclose the student's personally identifiable information for Medi-Cal billing. As Family Educational Rights and Privacy Act and IDEA regulations do not contain procedures for withdrawal of consent for disclosure of a student's personally identifiable information, each LEA should consider developing local policies and procedures to cover parental and student withdrawal of consent.

AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS

Mount Pleasant Elementary School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]). MPESD offers the following language acquisition programs:

- **Structured English Immersion Program:** A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.
- **Spanish Dual-Language Immersion Program (English/Spanish) at Ida Jew Academy.** Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade, but can continue through high school.

How to Enroll Your Child in a Language Acquisition Program:

If you would like to enroll your child in the Spanish Dual-Language Immersion Program at Ida Jew Academy ALAS, please inquire with your child's front office staff.

*Waivers are no longer required.

How to Request the Establishment of a New Program at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. Submit a written request to the office at your local school.[EC Section 310[a]]

ABOUT LANGUAGE ACQUISITION PROGRAMS AND LANGUAGE PROGRAMS

Program Type	Characteristics
<p>Language Acquisition Program (English Learners)</p>	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none"> ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: <ul style="list-style-type: none"> ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
<p>Language Program (non-English Learners) Spanish Dual Language Program at Ida Jew Academy</p>	<ul style="list-style-type: none"> ● Language programs offer students who are not English learners opportunities to be instructed in languages other than English ● May lead to proficiency in languages other than English (in Spanish)

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact Dina Chung, Director Curriculum & Instruction, at dchung@mpesd.org to ask about the process.

