

Eureka City Schools

2025 – 2026

**STUDENT and PARENT/GUARDIAN
HANDBOOK**



**Eureka City
Schools**

Eureka City Schools

Mission Statement

Every Learner, Every Day: Engaged, Empowered, and Future-Ready

Our Core Values

Accountability

We hold ourselves responsible for our actions and commitments, ensuring trust and transparency in all we do.

Empathy

We listen with compassion and understanding, recognizing the needs and perspectives of others to create a supportive community.

Communication

We foster open, honest, and respectful dialogue to strengthen connections and collaboration within our community.

Innovation

We embrace creativity and forward-thinking solutions, continually seeking new ways to improve learning and growth.

Resilience

We adapt and persevere through challenges with a growth mindset, striving for continuous improvement and success.

Our Beliefs and Guiding Principles About Learners and Learning

Learner-Centered Experiences

We believe learners excel when they direct their learning with personalized support and high expectations.

Safe, Inclusive, and Belonging Environments

We believe learning flourishes in safe, inclusive spaces where students feel they belong.

Equitable Access for All

We believe learners learn at their own unique pace, in their own unique way, and deserve their own unique support.

Growth and Resilience

With a growth mindset, we believe learners overcome challenges and grow through effort.

Engagement and Relevance

We believe learning should be joyful, relevant, and connected to real-life experiences.

Board Adopted: 12/13/24

Local Control and Accountability Plan – LCAP

Goal 1: All students will demonstrate high academic achievement and “college and career readiness” in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families and community are valued, connected, and engaged.

Board of Trustees

Lisa Ollivier, Trustee	Area 1
Cynthia Bones, Trustee	Area 2
Rebecca Pardoe, Trustee	Area 3
Susan Johnson, Trustee	Area 4
Jessica Rebholtz, Trustee	Area 5

Eureka City Schools | 2100 J Street, Eureka, CA 95501 | Phone: (707) 441-2400

www.eurekacityschools.org | facebook.com/eurekacityschools | instagram.com/eureka.city.schools/

2025-2026 Student and Parent Handbook

Information Guide

Call Your Neighborhood School First

Thank you for taking the time to review this important publication. Inside, you'll find essential information, including frequently asked questions, immunization requirements, the school calendar, and opportunities for parent involvement. Your continued support plays a vital role in the success of our students and schools. We invite you to visit our schools and take part in the many outstanding curricular and co-curricular programs they offer. If you have any questions about the information in this guide, please don't hesitate to reach out to your child's teacher or school principal.

Eureka City Schools uses social media as a powerful tool to enhance student engagement, support educator professional development, and strengthen communication with families. We encourage you to "like" the Eureka City Schools Facebook page, as well as the pages of the school(s) your child attends, to stay connected and informed.

For additional information about any aspect of Eureka City Schools, please contact your child's school, the District Office, or visit our website at www.eurekacityschools.org. All content included in this booklet is also available on our website and is updated as needed. We recognize and value the vital role you play in the success of our students, and we deeply appreciate everyone who supports Eureka City Schools. School offices are open from 7:30 a.m. to 4:00 p.m., mid-August through June 30. Principals are available to provide information about school programs and policies. If you need further assistance after speaking with the principal, please contact the appropriate individual listed below. Unless otherwise noted, all phone numbers use the (707) area code.

INFORMATION

707-441-3383

Adult Education	Paul Claussen, Principal	441-3349
Business Services	Paul Ziegler, Assistant Superintendent	441-2412
District Office Main Switchboard	Jenna Mossi	441-3383
Food Services	Kevin Ralston, Director	441-2501
Homeless Education/Foster Liaison	Taevia Salazar Pettitt	441-2516
Human Resources	Kristi Puz, Director	441-2417
Special Education	Lisa Claussen, Director	441-2422
Technology	Marcel van Dissel, Director	441-3342
Transportation	Tiffany Winter, Director	441-2503

District Office Administration

Gary Storts	Superintendent	441-2414
Paul Ziegler	Assistant Superintendent, Business Services	441-2412
Jennifer Johnson	Assistant Superintendent, Education Services	441-3363
Lisa Claussen	Director of Student Services	441-2422
Kristi Puz	Director of Personnel Services and Public Affairs	441-2417

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Eureka City Schools at a Glance

Enrollment in Eureka City Schools, a Unified School District (Eureka City Schools), is 3516 at grades TK–12. Schools include four elementary schools, two middle schools, one comprehensive high school, and one continuation high school. Additionally, the District operates a preschool, family resource center, center for independent study, and an adult education program. Smaller elementary districts feed into the secondary programs of Eureka City Schools. Eureka City Schools is the most ethnically diverse district in Humboldt County, with ethnic minority students comprising one-third of all students enrolled. Students' native languages number more than 30 different languages.

List of key demographic features of students enrolled in Eureka City Schools:

Number of Schools

Elementary	4
Middle	2
Comprehensive High School	1
Alternative Ed High School	1
Adult School	1

Number of Personnel

Certificated Employees	305
Classified Employees	<u>227</u>
TOTAL	532

Number of Students

Elementary	1384
Middle	808
High	<u>1180</u>
TOTAL	3372

Graduation Rate

Eureka City Schools	88.3%
Humboldt County	89.4%
State of California	86.7%

Enrollment by Ethnicity (largest groups)

White	41.3%
Latino/Hispanic	28.2%
Asian	10.1%
American Indian	3.8%
All other groups	16.6%

Enrollment by Language

Proficiency	16.5%
English Learners	
Initially Fluent English Proficient	1.9%
Reclassified Fluent English	5.84%

Enrollment by Special Education Disability

Type	
Specific Learning Disability	5.6%
Speech/Language Impaired	4.6%
Other Health Impaired	2.7%
Autism	3.8%
Special Ed % of Total Students	18.5%

Eligibility for Free/Reduced Price Lunch 74%

Directory of Schools

Elementary Schools

Alice Birney Elementary School

717 South Avenue Street

Eureka, CA 95503

Kristin Sobilo, Principal 707-441-2495

sobilok@eurekacityschools.org

Grant Elementary School

3901 G Street

Eureka, CA 95503

Rachel Brakeman, Principal 707-441-2552

brakemanr@eurekacityschools.org

Lafayette Elementary School

3100 Park Street

Eureka, CA 95501

Quincy Brownfield, Principal 707-441-2482

brownfieldq@eurekacityschools.org

Washington Elementary School

3322 Dolbeer Street

Eureka, CA 95503

Teri Silvers, Principal 707-441-2547

silverst@eurekacityschools.org

Middle Schools

Winship Middle School

2500 Cypress Avenue

Eureka, CA 95503

Edwin Garcia, Principal 707-441-2487

garciaedwin@eurekacityschools.org

Zane Middle School

2155 S Street

Eureka, CA 95501

Tammi Wagner, Principal 707-441-2470

wagnertammi@eurekacityschools.org

High Schools

Eureka High School

1915 J Street

Eureka, CA 95501

Rob Standish, Principal 707-441-2508

standishr@eurekacityschools.org

Zoe Barnum High School

216 W. Harris Street

Eureka, CA 95503

Paul Claussen, Principal 707-441-2467

claussenp@eurekacityschools.org

Other Schools

Eureka Adult School

216 W. Harris Street

Eureka, CA 95503

Paul Claussen, Principal 707-441-3349

claussenp@eurekacityschools.org

Winzler Children's Center Preschool

717 Creighton Street

Eureka, CA 95501

Opal Church, Director 707-441-2498

churcho@eurekacityschools.org

2025 – 2026 School Calendar

August

14	7 th /8 th Grade New Student Welcome Orientation -Winship 8:30 a.m - 12:00 p.m.
15	New Student Welcome Orientation – Zane 1:30-3:00 p.m.
18	First Day of School
26	Back to School Night – Zane Middle School – 6:00 – 7:30 p.m.
27	Back to School Night – Winship Middle School – 6:00-7:30 p.m.
28	Back to School Night – Washington Elementary School – 6:00-7:00 p.m.

September

1	Labor Day Holiday – No School
3	Back to School Night – Zoe Barnum High School – 6:00-7:00 p.m.
2-5	Fall Conferences - Alice Birney, Grant, Lafayette, Washington Elementary Schools - 12:50 p.m. Dismissal
2-5	Fall Conferences – Winship & Zane Middle Schools
4	Back to School Night – Alice Birney Elementary School – 6:00-7:00 p.m
5	Back to School Night – Winzler Preschool – 5:00-6:00 p.m.
9	Back to School Night – Lafayette Elementary School – 6:00-7:00 p.m.
10	Back to School Night – Grant Elementary School – 6:00-7:00 p.m
18	Back to School Night – Eureka High School

October

3	Staff Development Day – No School
13-17	Eureka High School Homecoming Week
17	Eureka High School Homecoming Minimum Day – 12:55 p.m. Early Dismissal (Parade)
17	End of First Quarter
20 - 24	Fall Conferences – Winzler Pre-School
27	Staff Development Day – No School
30	Step Up Day – Eureka High School

November

4-7	Fall Conferences - Winship and Zane Middle Schools
10	No School – No Teacher Duty
11	Veterans Holiday – No School
14	End of First Trimester
14 - 21	Fall Conferences - Alice Birney, Grant, Lafayette, Washington Elementary Schools
24 – 28	Thanksgiving Break – No School

December

1	TK – 12 th Grade Registration Begin for 2026-2027
1	Interdistrict Transfer Open Enrollment Begins
22 - 31	Winter Break – No School

January

1-2	Winter Break – No School (cont.)
1-31	Interdistrict Transfer Open Enrollment Continues
5 - 23	Intradistrict Transfer Open Enrollment Period (3 weeks)
16	End of Second Quarter/End of First Semester
19	Martin Luther King Jr. Holiday – No School

February

1	Interdistrict Transfer Open Enrollment – FINAL DAY
16 - 20	Presidents’ Week – No School

March

6	End of Second Trimester
12 - 13	Spring Conferences – Alice Birney, Grant, Lafayette, Washington Elementary Schools
12 - 13	Spring Conferences – Winship and Zane Middle Schools
20	Staff Development Day – No School
27	End of Third Quarter

April

13 – 17	Spring Break – No School
17	Open House – Grant Elementary – 6:00-7:00 p.m.
22	Open House – Zane Middle School – 6:00-7:00 p.m.
23	Open House –Winship Middle School - 6:00-7:00 p.m.

May

1	Open House – Winzler Preschool – 5:00-6:00 p.m.
4 - 8	Spring Conferences – Winzler Pre-School
22	No School – No Teacher Duty
25	Memorial Day Holiday
21	Open House – Alice Birney Elementary – 6:00-7:00 p.m.
27	Open House – Lafayette Elementary – 6:00-7:00 p.m.
30	Open House – Washington Elementary – 6:00-7:00 p.m.

June

11	End of Fourth Quarter/Second Semester/Third Trimester
11	Last Day of School
TBA	Eureka High School Graduation – Location & Time TBA
TBA	Zoe Barnum High School Graduation
12	EHS Teacher’s Duty Day

General Information

Animals on Campus

County health regulations and district policy (Ed. Code 39839) prohibits dogs on school grounds at any time, except service animals. Students and parents are asked not to bring pets from home without prior approval. Please leave your dog/pets at home or in the car during student drop-off and pick-up times. Only service animals may be taken aboard school buses.

Arrival/Dismissal

In general, children are asked not to arrive more than 30 minutes before the start of the school day unless there are meetings or activities scheduled for them. Students may not wait for any length of time after school to attend activities that start substantially after dismissal time. Schools do not have the personnel to provide supervision outside of specified arrival and dismissal times.

Leaving School During the Day – No child in grades TK – 8 is permitted to leave school during the school day without permission from the school office. If parents are taking their child out of school early, they must go to the school office to sign out their child to be released. The office must be notified in advance if someone other than a parent is to pick up the student.

Attendance

Absences – Public school districts in California receive their funding from the State of California based on the actual number of students who are present for classes, not based on enrollment. Districts are not paid for students who are absent, even if an absence is excused. When students miss school, they miss out on fundamental academic skill building along with the opportunity to create and sustain key social development skills and problem solving strategies. ECS 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 better a student's attendance rate, the more a student will learn, and feel connected to school and peers. The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school, or the school must have received a phone call from a parent/guardian indicating why the student was absent from school. Children should not be sent to school when they are running a fever, vomiting or have diarrhea. Absences without a written excuse or phone call from home after three days are recorded as unexcused.

Excused Absences – No pupil may have his or her grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified below when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. (EC 48980(k)) A pupil shall be excused from school when the absence is:

- Due to his or her illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during the school hours of a child of whom the pupil is the custodial parent.
- Absence that is to participate in a cultural ceremony or event.
- For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been 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.

- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- 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. 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.
- Absence that is due to a pupil participating in military entrance processing.
- Including the absence for the benefit of the pupil's mental or behavioral health

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. As the teacher of any class from which a pupil is absent shall determine, the 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 the purposes of this section, attendance at religious retreats shall not exceed one school day per semester. "Immediate family," as used in this section refers to mother, father, grandmother, grandfather, or a grandchild of the pupil or of the spouse of the pupil, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the pupil, or any relative living in the immediate household of the pupil. ECS will follow (EC 48205) and board policy regarding absences due to civic or political and cultural events.

Truancies – A student is considered **truant** if he/she misses a day of school and it is considered an unexcused absence, or if the student is tardy three times for more than 30 minutes each time. After three unexcused absences, the student may be referred to the School Attendance Review Board (SARB).

Unexcused Absences – Unexcused absences are defined as absences that do not meet the following criteria listed in the California Education Code. A pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any thirty-minute period during the school year without a valid excuse on three occasions in one school year, or any combination thereof, is **habitually truant** and shall be reported to the District's attendance supervisor or the superintendent (EC 48260). Education Code 48263.6 allows for another definition, that of **chronically truant**. Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed chronically truant.

Excessive Absences – Excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. All excessive absences impede learning. When a student is absent from school for ten percent or more of school days in one year, including excused absences, parents/guardians are advised in writing that further illness absences may be marked unexcused unless a doctor's verification is provided and/or a Release of Information Form is completed. The intent of this procedure is to identify early **chronic absentee** students who are at risk and design appropriate interventions.

The Eureka Regional School Attendance Review Board (SARB) – For pupils with continued or persistent attendance or behavior challenges, the School Attendance Review Board process is a systematic, collaborative approach to addressing barriers to attendance. The Eureka Regional School Attendance Review Board (SARB) is composed of representatives from various youth serving agencies, law enforcement, school representatives and the court system. SARB members work to develop new ways of coordinating school, community and home efforts to help students and their parents or guardians solve school attendance and behavior challenges. The goal of SARB is to keep students in school and provide them with a meaningful educational experience. SARB has the power, when necessary, to refer parents or guardians to Attendance Court (EC 48290) to contact the SARB coordinator directly, call 441-2461.

Cell Phones

Students may use the school telephone only in an emergency. Parents are asked to plan ahead with their children regarding any changes to procedures for students to follow after school, such as not riding the bus, which should be communicated to the student's teacher or school by written note. ECS policy permits possession of cell phones on a school campus but requires that they be used appropriately to maintain a positive learning environment. During instructional time, cell phones and other mobile communication devices must be turned off unless there is an emergency, permission from a teacher or administrator, a medical necessity, or a requirement in the student's individualized education program, in accordance with Education Code 48901.5, 48901.7, and any other relevant district policy.

Additionally, devices should not infringe on the privacy rights of others, and any search of a student's device must adhere to district policies on search and seizure, as outlined in Board Policy/Administrative Regulation 5145.12 - Search and Seizure. Misuse of mobile communication devices can result in disciplinary action, including confiscation of the device, as per Board Policy/Administrative Regulation 5131.8. The district is not liable for the loss, destruction, or theft of any personal electronic devices brought onto school property.

Enrollment & Registration

We are pleased to offer online enrollment for new students in grades TK-12 through PowerSchool Online Enrollment, the link can be found at our website at <https://www.eurekacityschools.org/>. This convenient online enrollment allows parents to register their children for any grade from TK to 12th at any time by visiting our website and navigating to the registration section. ECS online enrollment system provides a streamlined process for registering new students, complemented by dedicated kiosks available at the district office and school sites for those needing assistance.

To enroll, parents/guardians need to upload a copy of the student's birth certificate or other evidence of age and the child's immunization records. Parents must also provide an acceptable verification document indicating residency address which may include current:

- Electric/gas bill or water/sewer bill, rental agreement or mortgage statement, cable/satellite bill or other specified document indicating name and address. Please note that enrollment is not complete until all information has been provided and then reviewed/verified by District personnel.

Attention Transitional Kindergarten and Kindergarten Parents/Guardians – Registration is not on a first-come, first-serve basis. Students living within the school attendance boundary of a specific school receive priority for enrollment if all documents are completed and submitted during the registration window.

Open Enrollment/Intradistrict Transfer Requests/Process – Eureka City Schools has established an Open Enrollment process for Intradistrict Transfer requests, allowing parents/guardians who live within or attend the ECS District to apply for their children to attend a school other than their school of residence or current school of attendance. Once a year, during the first three weeks after Winter Break, Intradistrict Transfer Request applications are accepted for the following school year. These applications are available at all schools, the District Office, and on the District website. Intradistrict Transfer Requests will be accepted at all schools and at the District Office during this three-week period. If there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Applications are treated equally, not on a first-come, first-served basis. Each student in the family must apply separately to be considered. Students not granted an Intradistrict Transfer Request will remain at their current school or school of residence. If the Intradistrict Transfer Request is accepted, the requested school becomes the student's school of choice. Consequently, transportation will not be provided by the school and becomes the responsibility of the parent/guardian. The District reserves the right to change a student's school of attendance to meet students' academic needs, social/behavioral needs, or to relieve overcrowding. Outside of the three-week period of Open Enrollment, Intradistrict Transfer Request applications are only available at the District Office and on the District website and must be submitted to the District Office. These applications are processed on a case-by-case basis.

Interdistrict Transfer Request/Process – Parents/guardians who determine they would prefer to enroll their student in a district other than their district of residence must follow the formal process of seeking written permission from both the District of Residence and the proposed District of Attendance. This annual, formal process is consistent across Humboldt County school districts. Interdistrict Transfer Permit forms are available at the District Office and on the Eureka City Schools website and are required for all students requesting to attend a school district outside of his or her district of residence. Permits for Priority One consideration must be submitted during the enrollment window of December 1 to February 1, prior to the school year of requested attendance. Parents/Guardians may be required to participate in an enrollment activity by the School or District of Residence prior to the District agreeing to the permit. Renewals of permits must occur annually during the enrollment period. Both the District of Residence and the District of Attendance must approve the Interdistrict Transfer Permit for a student to officially enroll in the District they have requested. Enrollment in a District does not guarantee enrollment in a preferred school.

Exiting/Transferring – When a child is moving out of the district, parents are asked to notify the school a few days ahead and specify the last day of attendance.

Federal Race and Ethnicity Data Collection Reporting

The California Department of Education, based upon federal law, requires that school districts comply with reporting requirements for students and staff on race and ethnicity using a two-part question.

The first part consists of a question about the respondent's ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino

The second part asks respondents to select one or more races from the following categories:

- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Asian
- White
- Black or African American

In addition, California Government Code (GC) Section 8310.5 requires the detailed collection of Asian and Pacific Islander sub-populations.

Field Trips

Eureka City Schools recognizes that school-sponsored field trips are an important component of our students' development. School-sponsored trips may be conducted in connection with the District's course of study or school-related social, education, cultural, athletic, band, or other extracurricular activities. Parents will be notified in advance of the plans for a field trip and before a student can participate. The teacher/staff member shall obtain parent/guardian permission for the trip. Parents are encouraged to volunteer to chaperone field trips. It is not always possible to include all parent volunteers. It is the discretion of school staff how many chaperones are applicable for each trip. Siblings are not allowed to participate in district field trips as parents who volunteer are there to support all students participating in the trip, not just their child. The presence of another minor may deflect from their supervision responsibilities. Students are under the supervision of teachers and district staff and shall follow all school rules and regulations. Students participating in the field trip remain under the supervision of assigned staff during the field trip as well as going to and returning from the field trip.

Food Services

The Food Services Department of Eureka City Schools is a team of food service professionals working in conjunction with parents, students, and educators to create a healthy school nutrition environment within our district. We recognize that wellness and proper nutrition are related to a student's readiness to learn and we strive to provide a variety of healthy and appealing meal choices. All meals meet the Healthy Hunger-Free Kids Act of 2010 requirements. We participate in Farm to School, partnering with local growers to bring our students many fresh, organic fruits and vegetables. Meals are whole grain rich, and most are freshly prepared in our Central Kitchen or at

Eureka High School. Meals served to students meet or exceed requirements of the United States Department of Agriculture. Menus with nutritional information can be found on our website ECSnutritionservices.com.

In 2022 California became the first state to implement a statewide Universal Meals Program for all school children. California's Universal Meals Program is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP) where they established three key pillars to ensure that the program is a success: 1. California's State Meal Mandate is expanded to include both a nutritiously adequate breakfast and lunch for all children each school day; 2. California's Universal Meals Program requires economically eligible schools to participate in federal provision; 3. The California State Legislature allocates funds to provide additional state meal reimbursement to cover the cost of the Universal Meals Program. Under California's Universal Meals program, all ECS students have access to free breakfast, lunch, and after school supper at no charge.

To facilitate this process, the district asks that each household complete the Confidential Benefit Eligibility Survey annually. The form is included in every student's start of the year information packets, or can be accessed directly through the ECS nutrition website. Meal applications are not required at any Eureka City Schools sites for students to receive a breakfast, lunch, and supper at no cost per school day.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- | | |
|---|---|
| 1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or | 2. Fax:
(833) 256-1665 or (202) 690-7442; or |
| | 3. Email:
Program.Intake@usda.gov |

This institution is an equal opportunity provider.

Earned Income Tax Credit – Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact

the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

Health Services & Requirements

Immunization Requirements

SB 276 and 714 (Pan, 2019) changed the CDPH immunization requirements for children entering child care or school. Effective January 1, 2020: Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption for a currently-required vaccine. Personal beliefs exemptions, which have been filed before January 1, 2016, will remain in effect until the student advances to the next grade span. Grade spans are birth to preschool, kindergarten through grade 6, and grade 7 through 12. For example, a 3rd grade student with a personal exemption on file will maintain their personal exemption. However, upon entering 7th grade, all mandated immunizations will be required and the personal exemption will no longer be valid. Exemptions from CAIR-ME are required to be completed by the parent, physician and district of attendance prior to entry of preschool, kindergarten or 7th grade. Students will no longer be required to have immunizations for entry if they attend a home-based private school or an independent study program with no classroom-based instruction. For students wanting to attend on campus school sponsored events (sports, dances, fairs, etc) students will be required to be up to date on their immunizations or have a CAIR-ME immunization exemption on file.

Dosage and Age Requirements

1. DTap, DTP, Tdap, or Td – Diphtheria, Tetanus, and Pertussis – 5 doses (4 doses OK if one was given on or after 4th birthday or 3 doses OK if one was given on or after 7th birthday.) For 7th – 12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
2. OPV or IPV – Polio – 4 doses (3 doses OK if one was given on or after 4th birthday).
3. Hepatitis B – 3 doses
4. MMR – Measles, Mumps, and Rubella – 2 doses (both given on or after 1st birthday.)
5. Varicella – Chickenpox – 2 doses.

*The Humboldt County Health and Human Services Public Health Clinic provides immunizations for children. HCHHSD is Located at: 529 I Street, Eureka, CA. Please call 707-445-6200 for information.

*Additional information on immunizations can be located at <http://www.shotsforschool.org>

Oral Assessment Requirements

Oral Health Assessment Education Code section 49452.8 - State law requires that children have a dental check-up by May 31 of their first year of school. An assessment within the 12 months before entering school also meets this requirement. Complete information and standardized assessment forms are distributed to parents with kindergarten registration materials. Contact your school for more information. More information is available at www.cda.org.

Medications (Ed Code 49423, 48980, 49423-1)

Under California law, students are not allowed to carry or self administer medication (prescription or non-prescription) while at school or school activities without the following:

1. Prescription medications must be clearly labeled by a U.S. dispensing pharmacy and contain the following information: (consistent with prescription of authorized licensed health care provider)

- Student's full name
 - Physician's name
 - Dosage, schedule, and route
 - How long medication is to be taken? 1 year or short term: (Date medication is to be discontinued or number of days medication is to be administered.)
2. In addition to a home supply, parent/guardian may request a second labeled bottle from the pharmacy for school use.
 3. Non-prescription (over the counter) medications that have been authorized by this request may be administered at school only if the medication is provided in the original container.
 4. Requests for Medication to be Taken During School Hours must be renewed annually.
 5. Parent/Guardian will notify the school nurse or site administrator and provide a new Request for Medication to Be Taken During School Hours when there is a change in the student's medication, health status or authorized health care provider.
 6. The school administrator or the administrator's designee will assume responsibility for placing the medication in a locked cabinet, storage unit or locked refrigerator.
 7. The school administrator, the administrator's designee, or school nurse will assume responsibility for returning unused medication to the parent/guardian at the end of the student's school year.
 8. If medication must be taken while a student is on a field trip, arrangements must be made through the school nurse.
 9. All injectable medications require special arrangements.

When a child's physician prescribes medication to be taken during school hours or activities, state law requires that the physician state the dosage and related information on the appropriate district form, along with the parent/guardian's signature, which is available in all school and district offices. Students may not carry and self-administer medications except under specific situations and with the full knowledge and consent of school personnel. Over the counter medications (cough drops, aspirin, etc.) are considered and treated as a prescribed drug. Students requiring to self-administer asthma medication (Ed Code 49423-1) are required to fulfill the following requirements: Completion of the asthma action plan by physician and parent; confirmation that the student is capable of self-administering medication; permission for nurse or designated school personnel to consult with the student's physician if questions arise; and a release absolving the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction. This precaution is taken for the protection and safety of all students. Additional information and support on medication issues is available by contacting your school principal or the district nurse. (Ed Code 49423, 48980, 49423-1)

Mandated Screening – Vision and Hearing are required at specific intervals and grade levels in California. Eureka City Schools conducts screenings in grades TK, K, 2, 5, 8 and 10 and/or upon first school entry. Mandated scoliosis screening is currently suspended in the state of California.

Head Lice – If a student is found to have adult lice in their hair they will be sent home for treatment. Parents/guardians will be informed about recommended treatment procedures and possibly provided a lice treatment kit depending on availability. Excluded students may return to school when (1) they are accompanied by a parent/guardian, and (2) they are examined by the nurse or designee showing that there is no active infestation.

Short Term Independent Study Agreement

If it is necessary for parents to keep their children out of school (minimum of five days) to travel or attend a special event, the District requests that a short-term independent study agreement be set up between the child, the parent and the teacher. This master agreement provides children with lessons and activities to complete while away from school and helps to ensure that the students do not fall behind in their studies. The study agreement is given to the children and should be returned to the classroom teacher upon completion. Parents should provide the teacher with at least one-week advance notice prior to a child's unavoidable absence from school for reasons other than illness. On the first day of returning to instruction, the completed assignments must be provided to the school to be graded.

Home and Hospital

Pursuant to Eureka City Schools Administrative Regulation (AR) 6183, “A student with a temporary disability, which makes school attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction in the student’s home or in a hospital or other residential health facility, excluding state hospitals” (Education Code 48206.3). Home and Hospital Instruction is one of the most restrictive individualized educational placements available and by law must be viewed as the placement of last resort, to be utilized for the shortest period of time.

Note: Home and Hospital Instruction is **not** an alternative education option.

- Home and Hospital Instruction enables schools to provide limited instruction to students who are severely restricted and unable to attend school for health reasons.
- The student shall receive at least one hour of instruction for every day of instruction offered by the District in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the District.

Home and Hospital Instruction is not the same as everyday classroom instruction because the Home and Hospital Instruction Teacher time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.

EdCode Section 48206.3, Section 48207.3, Section 48207.5, Section 48208. For more information see Eureka City Schools Board Policy Regulation 6183: Home and Hospital Instruction.

Lost and Found

Students or parents may check a school’s lost-and-found bin for missing items. Elementary students should have lunch boxes and other items marked with their name for easy identification. Unclaimed items at schools are donated to charities throughout the school year. Students are encouraged to leave personal items at home to reduce risk of being broken, stolen, lost, or a disruption in classrooms. Valuables: Students should not bring valuables to school, including large sums of money. The school is not responsible for lost articles.

Parent Groups

Parent Teacher Association (PTA) at the elementary schools and **Parent Teacher Student Association** (PTSA) at the middle school and High School, are volunteer organizations with more than one million members in California. The PTSA actively participates in statewide education-related commissions, committees, and organizations to support and enhance school programs. The PTSA communicates regularly with parents through publications of newsletters and email listservs, as well as by disseminating information at parent events. Parents are encouraged to join. Membership drives are conducted at the start of each school year, and individual school sites and principals can provide information about membership.

Community Advisory Committee (CAC) for special education is an advisory committee to the Humboldt Del-Norte Special Education (SELPA) Superintendent Special Education Policy Council (SSEPC). The CAC encourages community involvement through parents and community agencies to affect the development, implementation, and review of the services and systems affecting students with disabilities. The CAC meets quarterly at the Humboldt-Del Norte SELPA Office, 2822 Harris Street, Eureka 95503 and via Video Conference at Del Norte County Office of Education and Klamath-Trinity Joint Unified School District. If you are interested in getting more information about the CA Committee, please contact the ECS Special Education Department at 707-441-2422 or the county SELPA office at 707-441-2051 or visit their website <https://hdnselpa.org>

School Site Councils (SSC) is established at all Title 1 schools, which are comprised of the principal, teachers, parents/guardians, classified employees, and high school students at high school sites. School Site Councils annually approve the School Plan for Student Achievement which defines the instructional and school-wide goals for each school. These plans are based on an analysis of achievement data in all areas and are submitted to the ECS Board of

Education for approval. School Site Councils also serve an important role in offering advice and input for the instructional program, implementation, and evaluation. Parents are encouraged to run for positions on the School Site Council.

English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC) – Each school site with 21 or more English Learners maintains an ELAC comprised of parents, teachers, and school administration. The primary responsibilities of the ELAC are to (1) advise the School Site Council on the development of the School Plan for Student Achievement (SPSA) and (2) advise the principal and staff on the school’s program for English Learners. An ELAC may designate an existing school level advisory committee to fulfill the legal responsibilities. The ELAC has the opportunity to elect at least one member to the DELAC. Parents are encouraged to speak with the school principal to run for positions on site ELACs.

Indian Education Parent Advisory Committee (PAC) – An Indian Education Parent Advisory Committee (PAC) is comprised of parents/guardians, community members, district and school staff, and students (at the secondary level). The PAC advises on the development and progress of the District program for American Indian and Alaska Native students. For information on district programs and services or PAC meetings contact your school principal, visit the ECS website at www.eurekacityschools.org or call Educational Services at 707-441-3363.

Programs to Encourage Parental Involvement – Education Code 11503 – Board Policy 6020
The Board of Education recognizes that parents/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 parents/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.

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

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

Title I Schools – Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity.

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the District's Title I funds will be allotted for parent involvement activities.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy.

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request, and the agency will provide the parents/guardians upon request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teacher, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the teacher's certification.

2. Whether the student is provided services by paraprofessionals and , if so, their qualifications.

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned.

Non-Title I Schools – The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

PowerSchool

PowerSchool is the District's secure web-based Student Information System (SIS) that provides real-time information to parents, students, teachers and school administrators over the internet. PowerSchool allows parents to access student performance data, communicate with teachers, track assignments and attendance, access homework assignments online, complete school forms, and retrieve student meal balances. Not all features are available at all grade levels. Each school provides parents with information about obtaining passwords and accessible features. Contact your school office for additional information.

Auto-Dialer – ECS uses an auto-dialer system to communicate electronically with our parents. The system works along with our student information system, PowerSchool, to broadcast phone, text, and/or email messages. Messages may be about school events, attendance, or emergency information and updates. It is important that parents/guardians inform their student's school with current phone, cell phone, and email contact information in order to receive necessary and important messages.

Protection of Pupil Rights Amendment

Title 20 of the U.S. Code Annotated section 1232h – The Protection of Pupil Rights (PPRA) requires that districts develop policies that obligate them to obtain prior written consent from parents prior to their student participating in a survey containing one or more of the following items:

- Political affiliations or beliefs of the student or his/her parent/guardian
- Mental or psychological problems of the student or his/her family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of other individuals with whom the student has close family relationships
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the student or his/her parent/guardian
- Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

In addition, California Education Code § 51513 requires prior written parental consent for any survey that includes questions about the student's or their parents' personal beliefs or practices in sex, family life, morality, or religion.

The PPRA requires that school districts provide parents with annual notice of these policies. (US Code Title 10,

[School Accountability Report Card](#) (SARC)

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. Each school's SARC may be located on their website or the district website. A printed copy may also be provided upon request.

Safe Routes to School

Safe Routes to School (SR2S) is a nationwide movement to make it safer for children to walk and bicycle to school. SR2S promotes walking and bicycling to school through targeted education, encouragement, enforcement, and engineering projects. Eureka City Schools' staff and parents actively participate in the SRTS Eureka Task Force, in collaboration with numerous city and county organizations.

The following information is a product of this committee and designed to provide guidance for students and families.

Pedestrian Safety

Be Safe

- **Look both ways.** Before crossing the street, children should be taught to look to their left, to their right, and to their left again to ensure it is safe to cross.
- **Use the crosswalk.** Children should always cross a street at a crosswalk. Motorists are not expecting pedestrians to cross mid-block or outside of a crosswalk.
- **Stop at the edge.** Teach children to be aware of 'edges', or locations where they may come into contact with cars, such as corners, driveways, and street crossings.
- **Be visible.** Children should make eye contact with drivers before approaching edges such as driveways, crossing the street, or walking in front of cars to ensure motorists see them.

Be Respectful

- **Be courteous of others.** Always obey school rules, traffic signs and signals and be aware of other users of the roadway, including bicyclists and motorists.

Be Responsible

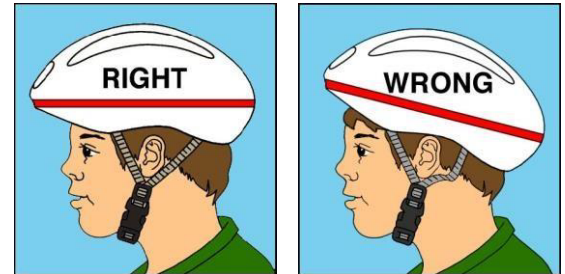
- **Share out loud.** Read aloud to your child/ren the recommendations in the 'Be Safe' Section above.
- **Model safe behavior.** As a parent/caregiver, being a role model for your child/ren is one of the best ways for them to learn how to be safe as they walk to and from school. Always teach by example!
- **I.D. your route.** Each school has a map with suggested walking routes. This map highlights the location of crosswalks, stoplights, and stop signs. It is recommended that you review this map to select a walking route to school and practice walking with your child/ren before they walk on their own.
- **Form a 'Walking School Bus'.** Coordinate adult volunteers to pick up students at designated stops and walk to school together. Contact your school for more information.
- **See the world like a child.** Children are *not* 'small adults'. It's important to understand children's limitations in understanding traffic. Young children:
 - Have a narrower field of vision than adults and cannot easily judge a car's speed and distance.
 - Assume that if they can see a car, the driver must be able to see them. However, children are easily hidden from view by parked cars and other objects.
 - Cannot readily tell the direction a sound is coming from.
 - May be impatient and impulsive.
 - Concentrate on only one thing at a time. This is likely not to be traffic.

- Have a limited sense of danger.
- Imitate the behavior of others, especially older children and adults.

Rolling Safety for Bikes, Board, Scooters and Skates

Be Safe

- **Wear a helmet** when you bike, board, or skate. Teach your child to wear and adjust their own helmet and make sure it is the proper size.
 - Helmets for children under 18 are required by law. If your child needs a helmet, please contact Making Headway or Humboldt County DHHS Public Health.
- **Be visible.** Bright clothing, lights, and reflective gear assists motorists to see your child rolling to/from school.
- **Keep gear in good repair.** Make sure your child’s bike and helmet are the correct size. Be sure the brakes work on their bikes, boards, scooters, and skates.
- **Two shoulder the load.** Teach your child to carry books, lunch, school supplies in a backpack or on their bike rack in order to maintain balance and ride with both hands.



Be Respectful

- **Roll with respect.** Teach your child to obey the traffic laws and school rules for rolling.
 - Remember, bikes and boards always make way for walkers.
- **Form a “bike train.”** Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
- **Teach by example.** Children learn by example. Share with them the fun and excitement of getting around under their own power safely.

Be Responsible

- **Identify the route.** Ride or roll to school with your child to teach them the way you would like them to get to and from school. Practicing together is fun and will help make both of you more comfortable. Each school has a map with suggested routes. This map highlights the location of crosswalks, stoplights, and stop signs. It can help you plan the safest route.
- **Follow the law.** Your child **must** wear a helmet, ride in the same direction as traffic and obey all traffic signs and signals.
- **Hop off.** Children arriving at school should walk across the crosswalk and always walk their bike, scooter or skateboard at school.
- **Lock up.** Children should lock their bikes in the rack for the entire day. For information on storing skateboards and scooters, check with the school office.
- **Form a “bike train”.** Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
- **Teach by example.** Children learn by example. Share with them the fun and excitement of getting around under their own power safely.



Driver Safety

Be Safe

- **Buckle up.** Secure everyone in your vehicle with seatbelts and make sure that children under 8 years old or under 4’9” tall are properly fit to a car seat or booster seat.*
- **Obey speed limits.** Drive slowly and carefully and use extra caution during arrival and dismissal. Obey the 25 mph school zone.
- **Talk to your kids, not on the phone.** It is better to enjoy a conversation with child/ren than to talk or text on

a cell phone. Using a cell phone while driving is a dangerous distraction and it is against the law to text while driving in California.

- **Use caution when backing up.** You have limited visibility behind you and may not see a child.
- **Look out for school buses.** Children are often exiting and entering buses. Never pass a school bus that has red lights flashing or their stop sign displayed.

Be Respectful

- **Use remote drop-offs.** A good way to avoid the traffic at school in the mornings and to get beneficial physical activity is to drop off your children a few blocks away from school and then walk with them the rest of the way - or let them walk in with friends.
- **Park in designated spaces.** Please park only where you are supposed to! The red zones exist for the safety of your child. Never double Park, do not park in red zones or blue zones, and do not block the path of other vehicles. White zones are for loading and unloading only. Do not leave your vehicle unattended in a white zone.
- **Leave Early.** Plan ahead to reduce stress and the urge to drive too fast.
- **Be courteous of other travelers.** Obey all the rules of the road and look out especially for bicyclists and pedestrians. Let's work together to get everyone to/from school safely.
- **Turn off your engine when you can.** Turn off your car while waiting and take a breath of fresh air! An idling car still emits harmful fumes that pollute the air and are dangerous to breathe in.

Be Responsible

- **Know the plan. *Please review each school's Arrival and Dismissal Map/Plan.*** It is designed to help minimize congestion and confusion at the school during arrival/dismissal times and to help parents understand the safest and most efficient ways to drop off and pick up their children from school.
- **Form a carpool.** Carpooling is a great way to:
 - Save on gas
 - Help the environment
 - Reduce traffic congestion
 - Give yourself a break!

It is Common Courtesy and It is the Law! Please obey all California school bus safety laws. The law requires that motorists approaching the bus from **any** direction stop when the school bus driver activates the flashing red lights, and remain stopped until the driver turns off the red flashing lights. The red flashing lights indicate the bus is loading or unloading children. Fines for passing a school bus when the red lights are activated begin at \$1,000 for a first offense.

- To have a certified technician fit your child to a car seat please contact Humboldt County Department of Health and Human Services, Child Passenger Safety Program at 707-268-2132.
- More information on Safe Routes to School can be obtained at <https://www.hcaog.net/programs-projects/bike-walk-roll/safe-routes-school>

TRANSPORTATION SAFETY

Students who register, and qualify, for bus transportation to and from school shall be given a copy of the Eureka City Schools Transportation Safety Plan during the first week of school. Students who register for bus transportation after the school year begins, shall be given a copy of the plan upon approval of their registration for the bus. This publication serves as notification to families of the ECS Transportation Safety Plan.

All Parent(s)/Guardians must complete and submit a "Request for School Transportation" form, to the Transportation Department in order to request bussing for their student. Students will only be allowed to ride the school bus after the transportation department receives the form and confirms the student is eligible for bussing. Families will know they are eligible for bussing when the transportation department contacts them by phone or through electronic means.

PUPIL TRANSPORTATION ELIGIBILITY

What are the District's requirements for transportation?

The Eureka City School District provides limited school bus transportation to students who reside within the attendance zone of the school they are attending and outside of the non-transport zones. These zones have been established by the District Administration and approved by the District Governing Board. The non-transport zones are located on the District Webpage under For Parents and then Bus Routes. If you are unsure whether you qualify for bussing, you may call 441-2504.

**** To be eligible for transportation, a student must attend their school of residence and live outside of the non-transport zone, unless they have been placed in the school they are attending by the District.***

In remote areas approved bus stops locations may be limited, students will be required to get to the bus stop nearest their home if their transportation is approved. The Transportation Department shall use the Board approved non-transport zones when establishing school bus routes and schedules. Exceptions may be allowed if the district determines that lack of transportation would constitute an undue hardship or safety concern.

Parents/Guardians may complete and submit a "Transportation Hardship Request" form if they believe the lack of school transportation creates an undue hardship for them. An application for hardship transportation must be sent to the Director of Transportation. The Director will review the hardship request and make recommendations to the Superintendent or designee as to whether the hardship request should be granted or denied. Parents/guardians shall have the right to appeal this decision. See the "Frequently Asked Questions" at the end of this document for appeal procedures. An application for hardship status may be denied if it is determined that granting the hardship would result in increased costs to the district.

These policies do not pertain to students covered by an Individualized Education Program (IEP) where home to school transportation as a related service is included in the IEP.

SCHOOL BUS STOPS

School Bus routes and bus stops are established by the Director of Transportation. The bus stops are set to meet the legal requirements for school bus stops, as well as to ensure that buses are routed in a cost efficient manner. To the extent possible, school bus stops shall be in areas that offer traffic a clear view of the students and meet safety criteria concerning road speed and traffic controls at school bus stop locations.

Whenever possible, school bus stops are established so students do not have to cross the roadway on which the bus is parked, while the bus is at the stop. If a school bus travels in both directions on the same road, students will be required to depart the bus on the side of the road on which they live.

The school bus driver shall escort all students that must cross the roadway on which the bus unloads if the students must cross the roadway to get home. Any student that must cross the roadway after disembarking the school bus shall notify the bus driver prior to exiting the bus. Students crossing the roadway upon which the bus is unloading without an escort by the bus driver may be subject to the loss of transportation privileges.

In accordance with California Vehicle Code 22112 the driver of a school bus will activate an approved amber warning light system two hundred feet prior to the school bus stop. "Upon reaching the bus stop, the driver shall deactivate the amber warning lights, and activate the flashing red signal light system and stop arm (if the bus is so equipped) at all times that the bus is stopped for the purpose of loading or unloading students" as required by VC22112. In general, School buses will stop only at those stops that are authorized by the Superintendent or their designee. **Students are to disembark the bus only at their regular, designated stop, unless the driver has received written notice from the parent/guardian authorizing the student to get off at another stop.**

Our bus drivers strive to maintain a set schedule. Occasionally student loads, weather conditions, roadwork, and bus breakdowns may cause a change in the bus times. Because of these possible time variations, we advise students, as well as the parents/guardians who meet their students, to be at the designated bus stop at least five to ten minutes before the bus is scheduled to arrive, and to remain at the stop unless they are sure they have

missed the bus.

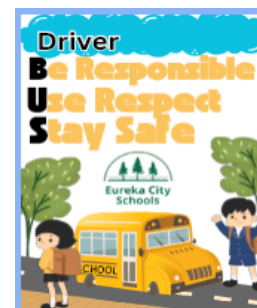
DROP OFF PROCEDURE

For your child's safety, we request that a parent/guardian or an authorized representative meet the bus for all students in grades TK-3. A bus driver will not *knowingly* let a child in grades TK-1 disembark from the bus without someone to meet them; they will continue along their route and will request the transportation dispatcher to attempt to make contact with the parent/guardian. If parental contact is not successful, the child shall be taken back to school. If there is no available school personnel to monitor the student at the school, local law enforcement will be called. Parent(s)/Guardian(s) will be responsible for their child's transportation home in these cases.

SCHOOL BUS SAFETY

Twenty-five million children in the United States ride a school bus to and from school each day. School buses are the safest way for students to get to and from school. However, each year some school-age children are injured in school-bus-related traffic accidents. The primary reasons that young children are most likely to be injured are:

- They rush to get on or off the bus;
- They act before they think and have little experience with vehicle traffic;
- They assume cars will stop for them when they are crossing a street;
- They do not always wait for the bus driver to escort them across the street.



Safe Riding & Emergency Procedures Training

All TK-6 grade students who normally ride the school bus to and from school shall receive instruction on the procedures to follow as they board and exit the school bus, safe riding procedures, safe crossover procedures, and emergency evacuation procedures. All students shall receive instruction in safe riding procedures, location and use of emergency exits and location of emergency equipment prior to riding a school bus on a field trip.

The School Bus Danger Zone

The danger zone exists on all sides of the bus. This danger zone is the area where it is difficult for the bus driver to see the children near the bus. This danger zone is the area where children are in the most danger of being injured by the bus. Children should:

- Stay at least twelve (12) feet away from the bus (or as far away as they can);
- Never walk behind the bus;
- Stay on the sidewalk at the right front of the bus;
- Wait for the school bus driver to escort them across the street before crossing.

Please teach your child to ask the driver for help if he/she drops something near the bus, or to leave the item where it falls until the bus has moved away from the area. A backpack is a big help in keeping your child's loose items from falling on the ground.

Surveillance Cameras on the Bus

Our buses are equipped with Digital Surveillance Systems. By allowing your child to ride the bus, you understand and agree that surveillance may occur on the school bus at any time. **The digital recordings will only be allowed to be viewed by district personnel with a need to review them for the purpose of observing student behavior or safety while on the bus. Due to regulations pertaining to student privacy, parents/guardians are not allowed to view the surveillance recordings.**

STUDENT BEHAVIOR AND SAFETY RULES

The District has implemented the Positive Behavior Intervention and Support program. All students are expected to be **Safe, Respectful and Responsible** at all times at school and school related events, going to school, and returning home from school. In conjunction with the national **Safe Routes to School Program**, Eureka City Schools has developed the following guidelines and expectations for students and families.

BUS RIDER SAFETY THE PBIS WAY
(PBIS: Positive Behavioral Interventions and Supports)

Be Responsible

- Be at your stop 5 minutes before the bus is scheduled to arrive
- Put backpacks in your lap or under the seat
- Use entrance and exit procedures
- Take all of your belongings

Use Respect

- Save food and drinks for when you get off the bus
- Treat the bus with respect
- Follow driver instructions
- Show your driver respect
- Treat other riders with respect
- Use a 0-2 voice level

Stay Safe

- Walk to the bus stop with caution. Use safe pedestrian skills. Refer to your school's suggested walking route map and select the safest route to get to and from your child/ren's stop
- Wait at your assigned stop and do not step into the road at any time
- Wait for a red light escort if you need to cross the street
- Approach the bus when the door is open and the driver invites you in
- Stay seated with your seatbelt buckled
- Keep hands and feet to self
- Keep all body parts inside of the bus

UNSATISFACTORY CONDUCT

Student safety depends on student behavior as well as how the driver performs his or her responsibilities. California Code Regulations Title 5, § 14103 - Authority of the Driver states: (a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destination, Eureka City Schools Governing has adopted rules relating to student conduct on the bus.

Drivers use a variety of positive redirection strategies to support pupils prior to implementing consequences for breaking bus-riding rules. If misbehavior occurs while on the bus or going to and from the school bus stop and while waiting at the bus stop, your child may lose their bus-riding privileges. If they are unable to follow our BUS expectations, drivers will use redirection strategies such as a verbal or nonverbal warning to change their behavior. Students who create a safety hazard or fail to obey the school bus rules will be subject to the following discipline procedures:

Student has not responded to redirection by the driver: The driver will complete a referral form asking the parent/guardian to partner with them to support appropriate bus behavior. The pupil must take the form home and have it signed by their parent/guardian and return it to the bus driver who may have a brief restorative conversation with the student. Additionally, the school may ask the student to complete a reteach of the appropriate bus behavior during the school day.

Repeated violations of the BUS expectations: If there are repeated violations of BUS expectations, the driver will complete a behavior referral form and the principal or designee of the school will contact the parent/ guardian and have a conference to discuss strategies to support appropriate behavior on the bus. The student will have a reteach

at the school site and may lose a privilege as a consequence of the behavior on the bus.

Extremely serious offense or student is not responding to reteaching and interventions: The driver has the duty and right to keep students safe on the bus. Students who continue to demonstrate unsafe behavior can lose their riding privilege. If the student's behavior is extremely serious or unsafe the driver will complete a referral form indicating that the student is ineligible to ride the bus for 1-5 days depending on the severity of the violation. In very extreme circumstances, a student may lose their riding privilege for the remainder of the school year. The principal or designee will hold a conference with the parent/guardian.

Bus transportation is a privilege. Any serious offense (fighting, destruction of school property, etc.) or continuing misbehavior may lead to the immediate suspension of bus riding privileges. CA Code Regulations 14103

SCHOOL SAFETY

Safe School Plan – Each district school site has a School Safety Plan, which includes a comprehensive emergency management plan. Copies are available to read at each school office. Fire drills are held monthly; emergency drills are held four times per year.

Cooperation with Law Enforcement – ECS enjoys a strong relationship with county law and judicial agencies. The District especially works closely with the Eureka Police Department and County Sheriff's Office. In partnership with Eureka Police Department, a School Resource Officer (SRO) is assigned to the District to help ensure the safety of district staff, students and the security of district property.

Visitor Policy 1250 – Parents are encouraged to visit their child's classroom. Please contact the principal regarding arrangements. Visits by children who are friends or relatives of students are not permitted. **All visitors to schools must report to the office prior to entering classrooms or school grounds and must sign out when leaving the campus.** Visitors must sign in and receive a Visitor or Volunteer Name Tag. These tags should be worn at all times while on school grounds. These tags help us monitor the helpers we have on campus and ensure the safety of our students from unwanted trespassers. The principal or designee may refuse to register any visitor if they reasonably conclude that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The Principal or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)

District Policy on Classroom Visits –The Board of Education encourages parents, guardians and interested members of the community to visit the schools and view the educational program. To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (EC 51512) (BP 1250)

Student Information/Emergency Cards – A new Student Information/Emergency Cards should be completed each fall and updated throughout the year if information needs revised. A local contact person should be listed as an

emergency contact in case the school is unable to reach the parents. If a child becomes ill or injured at school, the parent(s) will be contacted immediately. It is extremely important that these Student Information/ Emergency Cards contain current information.

Student Insurance and Property Damage – Eureka City Schools has purchased student insurance that provides coverage for all student injuries that occur during the hours and days when school is in session and while attending or participating in school sponsored and supervised activities on or off school premises. Student accident insurance is an EXCESS plan; claims are paid on a secondary basis if a student has another valid or collectible insurance program. If you need to file a claim, contact the school office for the claim form.

Parents are held financially responsible if a child destroys or defaces school property.

Surveillance System – A surveillance system is installed at all ECS sites. Research shows their use deters student misconduct and improves security and the overall school climate. Our goal is to provide one more layer of safety for our students and schools. The cameras are stationary and placed in common areas. No camera is placed in a location where students have an expectation of privacy. The cameras are not monitored by personnel on a consistent basis although monitors are present in the school’s main office. The recording system allows staff to review recordings to assist with an investigation of misconduct or vandalism.

Social Media

Social media at Eureka City Schools is a dynamic avenue to positively impact and promote student, parent, and community engagement and communication. Eureka City Schools uses its District Facebook page www.facebook.com/eurekacityschools to provide information about school and community events, publish press releases, and seek feedback from students, parents and the community. Each school site also has its own Facebook page. Students, parents, and community members are encouraged to “Like” the main Eureka City Schools Facebook page, as well as the school pages, to stay informed and up-to-date on events at Eureka City Schools.

Technology Use

Eureka City Schools is a one-to-one district for student technology. This means that we will provide a Chromebook to each student in our district, either stored in the classroom for grades TK-2 or provided to the student for use at school and home in grades 3-12. The rules and expectations for the use of these Chromebooks are outlined specifically in the district Acceptable Use Agreement, which will be distributed to all families to read and sign prior to students receiving a Chromebook at the beginning of each school year. Students are asked to use the Chromebook in a “Safe, Respectful, and Responsible” manner. They are to be used specifically for school-related activities and assignments. Students who wish to use a personal computer may do so at home, but are not authorized to use them at school.

In order to account for the damage and loss of Chromebooks, an alternative to paying out-of-pocket for damaged, lost, or stolen Chromebooks is a Chromebook Damage Waiver at the cost of \$30 per student, per school year. If you purchase the Chromebook Damage Waiver, any damage or loss of your student’s Chromebook will be repaired or replaced for free. Costs and details of the Chromebook Damage Waiver can be found on the ECS district website. If you choose to refuse the Chromebook Damage Waiver, you will be financially liable for any damaged or lost Chromebook assigned to your student. The costs associated with damage and loss can be found, in detail, attached to the annual district Chromebook Damage Waiver on the ECS district website linked below.

<https://www.eurekacityschools.org/parent-portal/parent-handbook-and-annual-notice>

Volunteers

Volunteers in Eureka City Schools are an integral part of the classroom program, and the District encourages individuals to work in the classroom on a regular basis. Efforts may also extend to support for extracurricular programs. Specific California and Federal requirements for ongoing student-contact volunteers must be followed to

protect our students, volunteers and employees. The volunteer process begins with the site principal and includes a TB and fingerprint clearance. Please contact school sites for volunteer opportunities, and thank you for offering to volunteer in our district!

As an Equal Opportunity Employer, and in order to serve our community at the highest level of quality, we welcome all applicants of our richly diverse community and state. It is the policy of the Eureka City Schools not to discriminate on the basis of race, religion, color, national origin, ancestry, handicap, medical condition or other protected disability, marital status, sex, age or any other unlawful basis in its education programs, activities, or in its employment practices. It is the policy of the District to follow the requirements of Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, the California Fair Employment and Housing Act and all other applicable laws and regulations.

Instructional Programs/Support

Adult Education

Eureka Adult School offers adults the opportunity to earn a high school diploma through credit recovery in a self-paced, independent study program that can be either computer- or paper-based. New students can enroll from September to May, and there is no cost for this program.

Eureka Adult School also offers a Certified Nursing Assistant (CNA) training program. The CNA program is offered quarterly and requires a fee.

For information on course offerings and registration call Eureka Adult School at 441-3349 or visit <https://eas.eurekacityschools.org/> Eureka Adult School is located at 216 W. Harris Street in Eureka.

After School Expanded Learning Program - After School for All

Students in grades TK-8 are invited to apply for our no cost After School Expanded Learning Programs. The District's After School Expanded Learning Programs are funded by a grant from the California Department of Education as part of the After School Education and Safety (ASES) program (grades TK-8) and the Expanded Learning Opportunities (ELO-P) Program which provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. Eureka City Schools works to enroll all students who are interested in attending our programs. Priority for enrollment in the program is based on several factors including student academic need, parent work and school schedules, Foster and Homeless Youth status, English language learners and family financial need.

The ASES grant requires full-time attendance in the afterschool program. Students are expected to attend the majority of the program, each day of the week. The program includes an early release policy. The ELO-P funding addresses the needs of families who need less hours or days per week. To register for the program go to forms in your PowerSchool account. If you need help with a PowerSchool account please contact the school secretary or after school coordinator.

The After School Expanded Learning Program begins at dismissal and is open until 6:00 pm each day of the school year including parent/teacher conferences and other minimum days. The program includes academic support, fitness and enrichment activities and a daily meal through the supper program.

Athletics

Eureka City Schools Interscholastic Athletics

Eureka City Schools (ECS) is proud to offer a comprehensive interscholastic athletic program that provides student-athletes with the opportunity to participate in a wide range of individual and team sports. Our programs are delivered with a strong commitment to excellence, aligning with the highest standards of interscholastic competition.

Each sport emphasizes not only athletic performance but also the development of sportsmanship, teamwork, and character. These values are integral to every team and season, helping students grow both on and off the field.

Athletic and character-building opportunities are available throughout the district and include the following sports:

Fall Sports:

- Football
- Boys and Girls Soccer
- Cross Country
- Girls Volleyball
- Girls Golf
- Girls Tennis
- Cheerleading

Winter Sports:

- Boys and Girls Basketball
- Boys and Girls Wrestling
- Cheerleading

Spring Sports:

- Baseball
- Softball
- Track and Field
- Swimming
- Boys Golf
- Boys Tennis

To participate, students must meet eligibility requirements established by the California Interscholastic Federation (CIF) and Eureka City Schools. These requirements include academic achievement and positive behavior standards.

For specific information regarding eligibility, schedules, or team participation, please contact your child's school directly.

Pupil Insurance for Athletic Teams – Education Code Section 32221.5 – “Under state law school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-800-880-5305.”

College and Career Planning

The high school counseling departments offer many services to students and families. Services offered include:

- Academic/educational planning
- College/financial aid information and application/registration assistance
- Parent/Guardian-student-counselor conferences
- Parent/Guardian-teacher conference facilitation
- Student-teacher conference facilitation
- Peer conflict mediation services
- School orientation
- Career exploration
- Resources and referrals (on and off campus)

College and career guidance is one of the most important services Eureka City Schools provides to students.

Freshman Seminar students use the *Get Focused, Stay Focused* curriculum and 10-year online planning tool. This interdisciplinary curriculum involves students in an interactive learning process.

What makes this curriculum unique and effective?

- It teaches a critical decision-making process for life-defining decisions.
- It culminates in a 10-year Career & Education Plan that helps young people envision a productive life of their own choosing.
- It answers a pressing and crucial question: Why do I need a good education?
- It builds community, confidence and connections with freshmen students.

In both Freshman Seminar and AVID 9 Students, develop knowledge, skills, and attitudes to successfully examine their own lives, evaluate a wide range of educational options, explore career and life paths, and establish reasoned and researched goals for their future. Counselors follow up with students to update their plans in 10th -12th grades, with multiple presentations in the Computer Lab.

Changes in academic schedules must be in person. All new schedule change requests are required to be completed by students. Students may receive a schedule change form in the counseling office before school, during break, lunch and after school. Schedule change forms must be received at the Counseling Office by the first Friday of the new school year.

College Admission Requirements and Career Technical Education – The University of California (UC) and the California State University (CSU) have established common high school course requirements for undergraduate admission. Students who take these courses and meet other specified criteria are eligible to apply and be considered for admission. The following list is commonly referred to as the “A-G” requirements:

1. Two years of history/social science;
2. Four years of college preparatory English or language instruction;
3. Three years of college preparatory mathematics;
4. Two years of laboratory science;
5. Two years of the same language other than English;
6. One year of visual and performing arts; and
7. One year of college preparatory electives.

College and Career Planning: Required Notification and Resources (Ed Code § 51229) – ECS participates in the California College Guidance Initiative (“CCGI”) which receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

All 6th–12th grade students have access to:

- Career assessments to help them discover their interests, personality, learning style, and more
- College, Major, and Career Search Tools that help them explore their options
- Curated college, career, and financial aid planning content that guides them through developing a post-secondary plan
- A digital portfolio to track their academic, career, and financial aid plans to chronicle experiences and maintain related documents
- Launch their Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA)

Students in grades 9–12 with transcript-informed Partner Accounts also have access to a dashboard that displays the courses which they are currently taking and the courses they have completed, information which comes directly from the LEA’s SIS via transcript files submitted to CCGI. Through their transcript-informed Partner Accounts, students in grades 9–12 are also able to:

- View California State University (CSU) and University of California (UC) Eligibility Tools that allow them to see their progress towards meeting the minimum requirements for admission to CSU and UC
- Verify that the A-G courses they are taking or have completed have been officially approved as A-G courses in the Course Management Portal (CMP) administered by the University of California Office of the President (UCOP). A-G course alignment is critical for ensuring students meet UC/CSU eligibility requirements
- Launch applications for California Community Colleges (CCC), CSU, and UC, and import district-verified A-G courses

and grades into Cal State Apply and UC Applications.

The following UC, CSU and career websites help students and their families learn about career options and college admission requirements, and list high school courses that have been certified for undergraduate admission.

UC: <https://admission.universityofcalifornia.edu/>

CSU: www.csumentor.edu/planning/high_school/subjects.asp

Families are also encouraged to visit <https://www.californiacolleges.edu> for additional resources related to college and career planning.

Career Technical Education – The California Department of Education defines “career technical education” as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Career technical education includes Agriscience, Agricultural Mechanics, Food Services and Hospitality, Cabinetry, Millwork and Woodwork, Architectural Design and Engineering, Financial Services, Software and Systems Development, and Systems Diagnostics, Service and Repair (automotive).

Website for Career Technical Education – Students can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct

Counseling – Your child has the right to meet with a school counselor for help in choosing courses that will meet college admission requirements, or enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, please contact the counseling office at your student’s high school.

California Content Standards

The California State Board of Education sets curriculum standards in the areas of English language arts, mathematics, science, history/social science, and visual and performing arts. California has adopted standards benchmarked against international standards called Common Core State Standards (CCSS). The mission of the CCSS is to provide a consistent and clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Districts in California, including ECS, have transitioned to the California Content Standards. California’s assessment program, California Assessment of Student Performance and Progress (CAASPP), is aligned with the California Content Standards and measures student progress towards college and career readiness. The system includes computer adaptive assessments and provides important information about whether students are on track, as well as resources and tools for teachers to help students succeed. For more information, go to the California Department of Education website at: <https://www.caaspp-elpac.org/>

The curriculum in elementary school generally calls for 90-120 minutes daily of uninterrupted reading / language arts instruction in grades K-5. Students generally receive mathematics instruction daily for 60 minutes in grades K-5. These blocks of instructional time reflect the mandates contained in the English language arts and mathematics frameworks.

The basic curriculum for middle school students – Grades 6 through 8 – calls for students to complete three years of English, history, mathematics, science, and physical education. Students are also offered electives including fine arts, world language and technology.

At the high school level, students must complete a minimum of 230 units of coursework. Please see the Eureka High School website or course handbook for detailed curriculum and graduation requirements.

Digital Literacy & Citizenship Curriculum

The Eureka City Schools Digital Literacy and Citizenship curriculum meets the Children's Internet Protection Act of 2001 (CIPA) requirements and 2008 amendment. Protecting Children in the 21st Century Act requiring that schools certify policies and practices provide for the following education for all students:

- Appropriate online behavior.
- Interacting with other individuals on social networking websites and in chat rooms (safety and privacy).
- Cyber bullying awareness and response.

The *Common Sense Media* program empowers students to think critically, behave safely, and participate responsibly in our digital world. Information on this district curriculum and parent information and resources can be located at www.common sense media.org or contact the school principal.

English Learner Program

The program for English Learners (ELs) focuses on helping EL students become proficient in English and achieve academic success in the regular curriculum offered to all students. Each school site has an EL Program. Parents of English Learners are encouraged to become involved in the school site English Learner Advisory Committee (ELAC). As a part of initial enrollment, students who speak a language other than English are assessed in English (via the Initial English Language Proficiency Assessments for California). Parents are informed of the results and a recommendation is made for placement in one of the following programs:

- a. Designated ELD: instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- b. Integrated ELD: instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.
- c. English Language Mainstream (ELM), a classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English. English learners who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests.

Parents may request a language program by filling out the Parent Request for Language Programs form with the assistance of the Administrator at their site. If, during the last three years, a total of 20 parents of students at the same grade level or 30 in the school have requested a particular language program, the District must follow a time-bound process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site.

English Learners receive English Language Development (ELD) until Reclassified as Fluent English Proficient (RFEP). Students receive explicit, direct instruction to develop proficiency in listening, speaking, reading and writing in English provided by classroom teachers. Instruction is on a daily basis for specified periods of time at each grade-level span using district-adopted curriculum. All EL students are re-assessed annually with the Summative ELPAC to measure their progress in English and to determine placement for the next school year. Once a student demonstrates fluency in English under several criteria, he/she is eligible to exit the EL Program as a Reclassified Fluent English Proficient (RFEP) student. For more information on the District's programs you may contact Educational Services at 707-441- 3363.

Foster Youth Education

Educators, social workers, probation officers, caretakers, advocates, and juvenile courts all work together to serve the education needs of students in foster care. Students in foster care have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. All educational and school placement decisions are based on the child's best interests and consider, among other factors, educational stability and the least restrictive educational setting necessary to achieve academic progress. Each school district designates an education liaison for foster youth.

Foster Youth may enroll or attend school even if they lack:

- School Records
- Legal guardianship papers
- A permanent residence
- Immunization records or TB skin-test results
- Participate fully in all school activities and programs for which they are able
- Continue to attend the school in which they were last enrolled
- Receive transportation back to their school of origin
- Qualify for child nutrition programs
- Have the right to receive partial credit for productive seat time.
- Have the right to reduced credits needed to graduate in certain circumstances

The Eureka City Schools Foster Youth Liaison can be reached at 707-441-2516.

Gifted and Talented Education

Eureka City Schools sets high expectations for all students. The Gifted and Talented Education (GATE) programs in the District are specifically designed to afford students the opportunity to stretch their minds, value their abilities, and to use their individual strengths. Initial assessment occurs in the 4th grade, when all students are assessed using the cogAT. Using a variety of program models, identified gifted students are provided opportunities to be both challenged and successful in their academic careers. Enrichment activities occur during and after school.

GATE identification is an ongoing process. Each year the *Cognitive Abilities Test* (CogAT) is administered to all fourth grade students. Additionally, students in other grades may be tested who have been referred by their parents, teachers, or school principal, and who may have not been tested in the last two years. Parents are informed of the testing dates and once scored, parents are notified in writing if the child qualified. Participation is voluntary and requires permission. For further information, please call your child's school.

Additional resources:

- California Department of Education GATE Program www.cde.ca.gov/sp/gt
- California Association for the Gifted www.cagifted.org
- National Association for Gifted Children www.nagc.org
- The Association for the Gifted www.CECTAG.org

Graduation Requirements

Eureka High School, the District's comprehensive high school, has a "Course Catalog" available that provides details on course offerings, graduation requirements, and 4-Year University "a-g" requirements. This information is also located on Eureka City Schools website. <https://ehs.eurekacityschools.org/counseling>

While the Eureka High School requirements will meet district graduation standards, Eureka City Schools strongly encourages all students to pursue a schedule of academic courses that meets the "a-g" course admissions requirements for the University of California and California State University systems.

Zoe Barnum High School offers the District's credit recovery program, with a major focus on the core academic subjects. Students develop independent study projects to fulfill elective credits and to study areas of their particular interest.

Homeless Student Education

The McKinney-Vento Homeless Education Assistance Act is Title X, part C of the Every Student Succeeds Act. This legislation ensures that children and youth experiencing homelessness have full and equal access to an appropriate public education and that they experience success in school. Each school district designates an education liaison for

youth experiencing a lack of stable housing. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. Students are guaranteed enrollment in school by the federal McKinney- Vento Act and California state law if they live:

- In a shelter (family, youth or domestic violence shelter; or transitional living program)
- In a motel, hotel, or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- With friends or family because you are a runaway or an unaccompanied youth

If students live under any of these conditions, they may enroll or attend school even if they lack:

- School Records
- Legal guardianship papers
- A permanent residence
- Immunization records or TB skin-test results

Students Participate fully in all school activities and programs for which they are able

- Continue to attend the school in which they were last enrolled or school of residence
- Receive transportation assistance back to their school of origin or school of residence
- Qualify for child nutrition programs
- Have the right to receive partial credit for productive seat time.
- Have the right to reduced credits needed to graduate in certain circumstances

For questions or assistance, please contact your school office or the Marshall Family Resource Center at 707-441-2404. *The Marshall Family Resource Center* supports our students and families with resource and referral services available in the community of Eureka. Further information on support can be accessed on the District website or calling the Resource Center at 707-441-2404.

Homework Policy

Appropriately assigned homework can be an important part of a child's learning experiences. The District's policy (BP/AR "6154") on homework calls for meaningful assignments and for careful monitoring of the work by teachers. Meaningful homework helps children develop effective study habits, reinforces classroom learning and enriches the classroom experience. The purpose of homework is to:

- Preview, practice, and apply newly acquired skills.
- Promote planning and organizational skills.
- Promote life skills including study habits, self-discipline and time management.

At the beginning of the school year or when a new course is started (secondary level), each teacher will provide a Homework Policy to students and parents/guardians.

Homework completion is the responsibility of the student, with the assistance of parents. Teachers review completed homework. This combined effort of home and school assists students in extending their learning and in improving achievement.

Makeup Work – With the exception of students who are deliberately truant from a class or school day, students who miss school work shall be given the opportunity to complete all assignments (including assigned homework) and tests that can be reasonably provided. For each day of absence, students shall be provided at least an additional school day to complete makeup work. Students shall receive full credit for work satisfactorily completed within this time period.

Late Work – Students shall receive credit for work that is completed late in order to encourage their continued learning. The teacher shall clearly articulate the amount of credit for late work as well as the timeline for completion.

What parents can do to promote student success:

- Talk with your child about the importance of homework for school success.
- Learn about the teacher's homework policy and grading expectations.

- Ask your child about their learning.
- Bring questions to the teacher when you need clarification.
- Provide an environment for homework completion (quiet place, consistent time, resource).
- Monitor your child’s progress.
- Plan vacations around the school calendar to avoid absences.
- If your child is absent, request the work and ensure that the work is turned in according to the teacher’s specifications.
- Contact the teacher if your child is struggling, i.e. spending too much time on assignments, or requiring a lot of assistance.
- Monitor grades and homework progress through PowerSchool.

Student homework responsibilities:

- Complete quality homework – do your best work.
- Be prepared with materials needed to complete the assignment.
- Ask teachers and parents for clarification if you are confused.
- Inform parents and caregivers of homework expectations.
- Use the organizational tools provided for you.
- If absent, ask for the work you missed.
- Make up missed work and turn in immediately.
- Turn in your homework to your teacher on time – do not lose it!

Indian Education Program

Eureka City Schools supports a federally funded Indian Education Program designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging California Content Standards. At the elementary and middle school level tutors provide small group instruction to reinforce concepts covered in the regular classroom. The high school program provides tutoring, Native American Club, and help with college and career planning.

Grant funds supplement the regular school program by meeting the culturally related academic needs of American Indian and Alaska Native students. Projects help these students sharpen their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable.

Kindergarten

Kindergarten in ECS follows the full-day schedule of the school day and is offered at all elementary schools as a grade level. Students generally start the day with a literacy block where they work in large and small groups on reading and writing skills. The flow of the day and week varies among schools but includes students engaging in developing math skills and participating in science, social science, art, motor development and social skills development. Registration for kindergarten begins each December. Students must turn five years of age on or before September 1 to qualify.

Transitional Kindergarten – Transitional Kindergarten (TK) is the first year of a two-year kindergarten grade level designed to provide a developmentally appropriate foundation for young learners. TK uses a modified kindergarten curriculum that is age- and developmentally appropriate, and is taught by credentialed teachers with training in early childhood education. ECS offers TK at all elementary school sites, following the full-day kindergarten schedule. In accordance with Education Code § 48000 and district policy, beginning in the 2025–26 school year and each year thereafter, children who turn four years old on or before September 1 will be eligible for enrollment in Transitional Kindergarten.

Libraries in Schools

All of our district schools have libraries. Each library offers an equitable and safe place to learn, share, and create, empowering all students for academic success and provides services and instruction that has proven to result in increased academic achievement. Eureka City Schools has a teacher librarian who supports skilled library

technicians who provide quality instruction and collaboration opportunities with teachers.

Local Control & Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) is part of the Local Control Funding Formula (LCFF) in California. Each school district must engage parents, educators, employees and the community to establish this plan. The plan describes the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAP must focus on eight areas identified as state priorities. The plan also demonstrates how the District's budget will help achieve the goals, and assesses each year how well the strategies in the plan were able to improve outcomes. The Eureka City Schools LCAP is available for viewing on the District website. Parents are encouraged to speak with their child's principal if they are interested in the LCAP development process.

Visual and Performing Arts Program

The Visual and Performing Arts play integral roles in the education of all students within Eureka City Schools. Elementary students receive instruction in General Music, Drama, and the Visual Arts. Performing arts instruction begins in the fifth grade and continues through high school, encompassing band, orchestra, choir, and drama. Our middle and high schools provide a diverse spectrum of art instruction, including drawing, painting, jewelry, pottery, graphic design, digital media, and beyond.

Open Campus

The governing board of the Eureka City Schools, pursuant to Section 44808.5 of the Education Code, has decided to permit the pupils in grades 9-12 enrolled at Eureka High School or Zoe Barnum High School to leave the school grounds during the lunch period. Section 44808.5 of the Education Code further states: Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.

Physical and Health Education

Eureka City Schools offers a comprehensive grade TK-12 physical and health education program where students receive regular, developmentally appropriate instruction. ECS instructors take into account the latest information on fitness and nutrition and promote participation in standards based, fitness related activities. The curriculum emphasizes life-long health, fitness and well-being. PE uniforms are to be worn each day in the middle school and high school programs.

Preschool Program

Eureka City Schools offers a licensed preschool program at Winzler Children's Center. Our National Association for the Education of Young Children (NAEYC) Accredited preschool provides both school-year and year-round programs for children ages 2 through 5. We currently offer both part and full day preschool programs between the hours of 8 am and 3:45 pm.

We provide our students with an exceptional, inclusive, developmentally appropriate preschool program by nurturing social skills and friendships and building joyful classroom communities. Teachers take great care to provide high quality, developmentally appropriate learning environments in which students thrive. We offer a play-based curriculum and provide extended time for both indoor and outdoor play. Students have multiple daily opportunities to choose from a wide variety of activities that interest them and to work in groups and independently. Activities in a typical day may include: science exploration; whole group academic circle time including story read aloud and rhyme time; math games and counting; singing and dancing; creative art and craft exploration; social skills puppet time; painting, drawing and writing; climbing, biking and running. Our preschool teachers individually challenge and guide students to problem-solve utilizing the children's developing critical thinking skills, resulting in students who have a strong foundation and passion for lifelong learning. We have an open door policy and encourage parent participation in the program. Our preschool is open to all income level families, with subsidized care available to eligible families. Meals are provided at no cost. Please call

Progress Reports & Parent Conferences

Parent conferences at all grade levels are designed to foster good communication in the parent/teacher partnership and help all children reach their highest potential. At the elementary school level, a conference is held with the parent, the teacher, and when appropriate, the student during the first and second trimesters. Progress Reports are shared at this time and at the end of the academic year. At the middle school level, a conference is held annually in the fall. Progress Reports are shared on a quarterly basis at the secondary level. Parents have the opportunity to tell the teacher about their child's achievement and goals, and the teacher has the chance to explain the curriculum, assessment data, and academic goals.

Throughout the year, teachers send home information about class assignments and student achievement. Parents are encouraged to speak with a teacher about concerns at any time by making appointments. In the spring, parents of elementary students are invited to attend progress conferences to discuss academic growth and any academic concerns.

Special Education Programs

Eureka City Schools has a duty to locate, identify, and assess students with suspected disabilities who are in need of special education and related services. Federal and California laws require that a free and appropriate public education (FAPE) in the least restrictive environment (LRE) be offered to qualified pupils with disabilities from age 3 through 21 years of age.

Upon qualification, placement and related services are based on each student's Individualized Education Program (IEP). The types of programs and related services may include, but are not limited to: specialized academic instruction located in general or special education settings, speech and language therapy, occupational therapy, psychological counseling, intensive behavioral intervention, parent training, and adapted physical education. Parents are encouraged to contact their school principal if they feel their child needs to be assessed for special education. For more information on special education programs, please contact Lisa Claussen, Director of Student Services at 707-441-2422.

Student Use of Technology

Eureka City Schools works to improve teaching and learning through the meaningful use of instructional technology in its schools. The following principles guide the technology program:

- Teachers use technology to enhance teaching and learning, enabling students to meet or exceed California State Standards.
- Students use technology as a tool to acquire and reinforce grade level skills.
- Students learn technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Before a student is authorized to use the District's technological resources, the student and his/her parent or guardian must sign and return the *Student Technology Use Policy* specifying the user's obligations and responsibilities. Students learn the appropriate use of technology through instruction in the District's Digital Literacy and Citizenship curriculum.

Summer School Program

Eureka City Schools offers a TK – 12 summer school program for students who may require additional academic support and/or social-emotional support in order to meet grade level expectations or high school graduation requirements. Enrichment opportunities are also offered dependent on funding. ECS offers an expanded learning program for current TK-5th grade students.

Testing and Assessment

California Assessment of Student Performance and Progress (CAASPP) – CAASPP administration will include the Smarter Balanced Summative Assessments, interim assessments, the California Spanish Assessment (CSA), the Physical Fitness Test (PFT), the California Science Test (CAST), the California Alternate Assessment (CAA), and the CAA for Science. All eligible students are required to participate in either the CAASPP or CAA. The Department of Education website for the CAASPP program is www.cde.ca.gov/ta/tg/ca

Students in grades three through eight and grade eleven will take the 2025-2026 Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. Additionally, students in grades five, seven, and nine will take the Physical Fitness Test (PFT).

California Science Test (CAST) – The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS). All local educational agencies (LEAs) with eligible students in grades five and eight and in high school will administer the CAST.

California Alternate Assessments (CAA) – The CAA for ELA and mathematics is administered to students in grades three through eight and grade eleven. The CAA is individually administered to students who have an individualized education program that indicates the use of an alternate assessment on statewide assessments.

California Alternate Assessment for Science – the CAA for Science will be administered during the portion of the local educational agency's (LEA's) selected testing window. These tests are to be administered to eligible students in grades five, eight, and one year of high school.

English Language Proficiency Assessment for California (ELPAC) - for further information, please refer to the English Learner Program section. Results are available electronically through the parent/guardian PowerSchool portal.

Key Guidelines for Our District

Student Behavioral Expectations

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the District has implemented a district-wide Positive Behavior Intervention and Support (PBIS) program in grades TK – 8. Similar expectations exist in grades 9 – 12 and include Restorative Practices.

PBIS is a school-wide approach that helps create a safe, supportive, and respectful environment where all students can succeed. It focuses on teaching and encouraging positive behavior while providing support when students need it.

Why We Use PBIS at Our School

- To create a consistent, respectful, and inclusive school culture.
- To help all students feel safe, supported, and ready to learn.
- To reduce disruptions and increase time spent on learning.

How PBIS Works at Our Schools - PBIS is built on four key elements:

- **Clear Outcomes:** We set goals that help our school community work together. These include academic success, respectful behavior, and a strong sense of belonging for every student.

- **Positive Practice:** We use strategies proven to help student grow socially, emotionally, and behaviorally;
 - We teach and model positive behavior.
 - We provide feedback and celebrate when students show expected behaviors.
 - We give support and reteach when students struggle to meet expectations.
- **Strong Systems:** We build routines and supports that make PBIS part of everyday school life;
 - All staff are trained and work as a team.
 - Expectations are consistent across classroom settings.
 - Supports are in place for all students, including those who need extra help.
- **Data Based Decisions:** We collect data about behavior to improve our support system and ensure fairness. This helps us know what’s working and what needs adjustment.

What Parents and Students Can Expect

- **School Expectations:** We have 3-5 clear, positively stated expectations that are taught and reinforced across the schools.
- **Recognition and Encouragement:** Students are regularly recognized for meeting expectations and showing growth.
- **Supportive Response to Behavior:** When behavior doesn’t meet expectations, staff work with students to reflect, learn, and improve.
- **Consistent Communication:** Families are partners in supporting student success. We’’ communicate clearly and regularly.

Our Commitment

Through PBIS, we are committed to building a school environment where all staff feels valued, safe, and connected; staff, students, and families work together as a team; and every student has the opportunity to thrive academically and socially.

Student Dress and Grooming Standards

Students' dress and grooming affect their attitudes and study habits, contributing to a productive learning environment. Clothing should be safe, modest, and non-disruptive. The primary standards are neatness and cleanliness, complying with District Dress and Grooming Standards (Board Policy/Administrative Regulation 5132). These guidelines apply on campus, at school-sponsored events, and during travel to and from school, except when modified for specific extracurricular activities. School administrators reserve the right to make an informed judgment on the appropriateness of student attire and may prohibit specific items when behavior from students warrants the need to do so.

Dress Code

1. Students must wear a shirt with pants or skirt, or the equivalent, and shoes.
2. Shirts and dresses must have fabric on the front and the sides.
3. The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).
4. Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.
5. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
6. Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.
7. Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.
8. Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.
9. Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

10. Clothing must not threaten the health or safety of any student or staff.
11. Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.
12. Any attire identified as gang-related by local law enforcement is not allowed.

Student Harassment/Bullying

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. The District's policies are available on the Eureka City Schools website, in each of our school offices, and each student receives a copy in the digital "Back To School Packet" The District prohibits bullying as defined in Education Code Section 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code Section 200 - 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigrant status, or association with a person or group with one or more of these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation, or bullying should be brought to the attention of the school administrator or designee. A complaint may be made by contacting the school administrator, who will then take appropriate action to investigate or otherwise determine what occurred. An anonymous report may be submitted using the online option on the District website. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation, and bullying may be subject to discipline, including suspension and expulsion. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.

Discrimination: Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion, or gender.

Harassment: Harassment is unwanted and unwelcome behavior from other students or staff members that interferes with another individual's life.

Sex-based harassment: Sex-based harassment consists of unwelcome sexual advances, requests for sexual favors, unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment) (34 C.F.R. § 106.2). Additionally, it consists of other verbal or physical conduct of a sexual nature.

Actions that may be taken by the student:

- Do not ignore it, report it. Harassment does not usually "go away". Though it may be hard to do, tell your harasser to "stop". Seek help from someone you trust.
- Keep a written record of every incident.
- Don't blame yourself; do not feel helpless, trapped, or confused. There is help available.

Centers for Disease Control and Prevention defines bullying as any **unwanted aggressive behavior(s)** by another youth or group of youths, who are not siblings or current dating partners, involving an **observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated**. Bullying may inflict **harm or distress** on the targeted youth, including physical, psychological, social, or educational harm. A young person can be a perpetrator, a victim, or both (also known as a "bully/victim").

Bullying can occur in person and through technology. Electronic aggression, or "cyber-bullying", is bullying that happens through email, chat rooms, instant messaging, a website, text message, or social media.

The following information is taken from the California Department of Education website. Further information can be located at <https://www.cde.ca.gov/lr/ss/se/bullyfaq.asp>

(1) What is school bullying?

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those less powerful. Bullying may be *physical* (hitting, kicking, spitting, pushing), *verbal* (taunting, malicious teasing, name-calling, threatening), or *emotional* (spreading rumors, manipulation of social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world.

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sex-based harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or through an electronic act, as defined.

An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image through an electronic device, including but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager.

(2) What can a school community do about bullying?

Preventing and responding to school bullying is the responsibility of every school administrator, teacher, school staff member, student, and parent. The entire school community must recognize the responsibility to create a climate in which bullying is not tolerated.

- School-wide interventions – strategies, supervision, assemblies, training, awareness
- Classroom interventions – strategies, rules, discussions, parent meetings
- Individual interventions – Take immediate action when bullying is observed
- At home – discussion, modeling manners and respect, clear behavioral expectations

(3) What is cyberbullying?

Cyberbullying or online bullying is a term used to refer to bullying over electronic media. Cyberbullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyberbullying can be as simple as continuing to send emails to someone who has said they want no further contact with the sender. Cyberbullies may also include threats, "put downs," or hate-motivated speech. Cyberbullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim to publish material in their name that defames or ridicules them.

Filing of Complaints

Eureka City Schools has a detailed procedure for students, parents/guardians, and community members to follow when they seek specific redress regarding a complaint or disagreement about a District issue, situation, or action. A full description of the procedure is available at each school or the District Office (BP/AR 1312.1). Each student will receive a digital copy in the "Annual Notice to Parents and Students."

Consequences of Disruptive Behavior and Disciplinary Actions

As situations arise that might signal suspension from school, an array of interventions is considered when action is called for in response to student misconduct. School administrators may utilize positive interventions, and/or means of correction, known as alternatives to suspension, if appropriate, prior to, or in lieu of suspension, to resolve disciplinary issues. Disciplinary and restorative interventions may include:

Alternatives to Suspension – Consequences identified as appropriate responses to misconduct that allow a student to learn skills necessary to function successfully in the school environment and avoid future misconduct and negative behavior. Alternatives to suspension can take the form of: coordinated behavior plans, alternative programming, behavior monitoring, in-school alternatives, community service, parent supervision at school, mini-courses

(re-teaching), restitution, problem-solving contract, and/or counseling, among other options. They may also include: Check-in/Check-out, individual goal-setting charts, behavioral Student Study Teams, incentive plans, social groups, time in an alternative classroom, parent shadowing during recess, restorative circles, Rule School, and alternative recess location.

Loss of Privileges—If someone abuses a previously earned privilege, it can be revoked. The student can earn it back by successfully engaging in the expected behavior under supervision or by meeting prearranged criteria for reinstatement of the privilege.

Confiscation – Items inappropriate for school or disruptive to the educational environment will be removed. These items may be returned after a parent conference. Illegal items will not be returned and may be turned over to a law enforcement officer, and appropriate disciplinary action will be taken.

Informal Conference – A school official (teacher, administrator or designee) may meet with the student for instruction and guidance, providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning.

Formal Conference—A formal conference is held between the student, parent, and one or more school officials. During this conference, the student must agree to correct his/her behavior. The parent (s) may be notified by telephone, personal contact, or letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel, and any other individuals concerned.

Community Service – A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

Restorative Practices – Gives students who commit infractions in school an opportunity to understand how their behavior affects others in the school community, including students, teachers, and parent/caregivers, and directly involves them in a process to repair the harm caused. Students may participate in “circles”, “peer mediation”, or other “conferences” to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.

Student Study Team (SST)— This is a formal process involving school site personnel, parents/guardians, and students (when appropriate) to collaboratively develop strategies to assist students who have learning and/or behavioral challenges at school. The goal of the SST is to design a team action plan for student improvement.

Behavior Contracts—An effective contract clearly states the student's behavioral goals, the positive consequences (rewards) he or she can earn for demonstrating these behaviors, and the negative consequences that will follow when those behaviors are not demonstrated.

Behavior Support Plan – A student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team. Special Education students whose behavior impedes learning may also require a Behavior Intervention Plan (BIP) as defined in the Education Code (EC 56520) through the IEP team.

Detention – A student may be assigned to a supervised detention schedule. Such detention shall not occur during the minimum lunch or recess period, and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel shall give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent/guardian approval.

Parent Shadow—The school may offer a parent the opportunity to shadow their child in class. This opportunity is at the discretion of the school and requires the parent to shadow their student.

Suspension from Extracurricular or Co-curricular Activities – Extracurricular activities occur outside of the academic day. Co-curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics, dances) or a co-curricular activity (e.g. field trips) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

Suspension – A student may be removed from ongoing instruction for adjustment purposes by administrative or teacher action. A principal or designee may suspend for up to five days. A teacher may suspend a student for the remainder of the period in which the misbehavior occurred and the next day's class. There are two kinds of suspension: on-campus suspension and home suspension. Students placed on *home suspension* are not permitted on or near the school campus, nor are they allowed to participate in any school activities during their suspension. *On-campus suspension* involves the student serving the period of suspension on campus in a separate, supervised setting.

Expulsion—A student may be expelled for violating the California Education Code, as ordered by the Board of Education, and removed from all Eureka City Schools. The expulsion is for a defined period of time and requires an application for readmission.

Summary Steps: An informal hearing will be conducted between the principal or designee, the student, and any other appropriate persons. If, after the hearing, the principal decides that suspension is necessary, it will become effective immediately. The principal will attempt to notify the parent(s) or legal guardian(s) by telephone before this action is taken. The principal will provide one copy of the suspension notice to the parent(s) or legal guardian(s) within one business day. State law provides full due process and rights to appeal suspension or any expulsion order.

School Attendance Review Board (SARB) – SARB reviews student attendance and incidents of disruptive behavior. Students may be referred to for habitual truancy, irregular attendance, habitual insubordination, or disorderly conduct at school. SARB may direct a student to participate in community service and involve the district attorney, county probation department, city police department, sheriff's department, and county health and human services in a student's case. This board may transfer the student to another school or an alternate educational placement.