



STUDENT HANDBOOK

2025/2026

TABLE OF CONTENTS

Contents

Welcome Letter from The Superintendent/Principal	3
General Campus Information	13
Attendance Policy and Procedures:	13
Excused Absence: Justifiable Personal Reasons (Ed Code 48200)	13
Tardy Policy:	13
School Attendance Review Board (SARB):	14
Truancy Policy:	14
Withdrawal from School:	14
Bus Riding Rules of Conduct (BP 5131.1)	14
Drop Off and Pick Up:	15
Bus Rider Policies:	15
Items Prohibited on the Bus:	15
Bus Citation Schedule of Consequences:	16
Bus Safety Information:	16
Cafeteria Program	17
Class Placement (BP5150)	17
Class Trips	18
Dress Code (BP 5132)	18
Eighth Grade Graduation and End of Year Trip Regulations (BP 5127 & BP 6146.5)	20
Electronic Devices	21
Cell Phone Violation Consequences	21
Electronic Devices Issued to Students	21
Inclement Weather Plans	25
Foggy Day Plan:	25
Unsafe Air Quality Plan:	25
Google Apps in Education	26
Independent Study (BP 6158)	26
Independent Study Contract Policies:	26
Interdistrict & Charter School Attendance Agreement (BP5117)	34
Internet/ Technology Acceptable Use Policy	35
Parent Organization and Involvement	38
Parent Guild:	38
Parent Volunteers (BP 1240)	39
Photography Release of Students	41
Support for Safe Routes to School	41
Enforcement	41
Standard Conduct and Responsibility	41

General Standards of Conduct	41
Expected Behavior	42
Student Discipline (BP5144)	42
Student Sexual Harassment	47
Discipline Matrix	47
State Immunization and Health Requirements	48
Requirements for School Entry (K-12)	48
Administration of Medication	48
Evaluation of Vision and Hearing:	49
Uniform Complaint Procedure	49
Compliance Officers:	50
Notifications	50
Procedures	51
Appeals to the California Department of Education	51
Civil Law Remedies	51
Use of Pesticides	52
Williams Act Notification	52
ABSENCES	56
Excused Absences (Ed. Code §§ 46010.1, 48200, 48205, 48980)	56
COMPLAINTS	62
Uniform Complaint Procedures (Ed. Code §§ 262.3, 33315; 5 C.C.R. §§ 4610, 4622, 4632)	62
Rules; School Discipline (Ed. Code §§ 35291, 48980)	66
FACILITIES AND SAFETY	67
Management Plan for Asbestos-Containing Material (40 C.F.R. §§ 763.84, 763.93)	67
HEALTH & IMMUNIZATIONS	67
Student Records Policy (Ed. Code §§ 49063, 49064; 5 C.C.R. § 432)	72

Welcome Letter from The Superintendent/Principal



Scott Pickle, Superintendent/Principal

Welcome to the 2025–26 school year! I'm thrilled to begin another year serving our TK–8 community. This year, we continue our commitment to ensuring a safe environment, raising student achievement, and closing identified achievement gaps. These goals continue to guide every decision and initiative throughout the year. We believe every child deserves a nurturing, orderly environment where high expectations are matched with meaningful support and equity in opportunity.

Last year, we launched our Farm Development project with our motto “Together We Grow,” and I'm excited to share that our Ag Farm is flourishing. This year, students will engage in hands-on science, math, and literacy activities focused on the agriculture setting, making learning come alive. The pumpkin patch planted in spring is thriving and will be ready for our October Carnival.

Research shows that experiential, farm-based learning supports academic growth, environmental stewardship, and improved well-being for students. Through planting, monitoring, and harvest activities, our children are not only gaining curriculum knowledge but also developing responsibility, teamwork, and a deeper connection to our natural world. ‘Together We Grow’ means so much more to us than plants in the soil.

Our success is made possible through the strong partnership of our families, staff, community, and local businesses. Together, we continue to cultivate a safe, equitable, and high-achieving learning environment enriched by unique outdoor education.

Let us step into this school year energized and united. Together, we will cultivate academic excellence, close opportunity gaps, and harvest growth, in our classrooms and on our farm. Together We Grow.

Go BLUE!

Dr. Scott Pickle

School Board Members

Cody Bogan

Board President

codybogan@sequoiaunion.org

Lane Anderson

Board Clerk

laneanderson@sequoiaunion.org

Melissa Myers

Trustee

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Jon Cotta

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Greg Dunn

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Staff Directory

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Maintenance, Operations, Transportation (MOT)

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Nutrition Services

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Classified Support Staff

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Lori Giotta	ELOP Aide	lgiotta@sequoiaunion.org

Certificated Staff

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Joel Nunes	8 th Grade	jnunes@sequoiaunion.org
Marla Yadon	Student Support Center	myadon@sequoiaunion.org

TCOE Staff

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Barbara Falat	Speech Pathologist	barbara.falat@sequoiaunion.org
Gaby Diaz	School Psychologist	gaby.diaz@sequoiaunion.org
Deanne Barton	Mental Health	dbarton@sequoiaunion.org

Bell Schedule

Regular Day	
7:45 a.m. – 8:20 a.m.	Gym/Playground Opens
8:20 a.m.	Line Up & Flag Salute
9:40 a.m. - 9:55 a.m.	Tk/K Recess
10:00 a.m. – 10: 15 a.m.	1 st -2 nd Recess
10:20 a.m. – 10:35 a.m.	3 rd -5 th Recess
10:45 a.m. – 11:00 a.m.	6 th -8 th Recess
11:15 a.m.- 11:55 pm.	TK-2 nd Lunch/Recess
12:00 p.m.- 12:40 p.m.	3 rd -5 th Lunch/Recess
12:45 p.m.-1:25 p.m.	6 th -8 th Lunch
3:00 p.m	Dismissal

Minimum Day	
7:45 a.m. – 8:20 a.m.	Gym/Playground Opens
8:20 a.m.	Line Up & Flag Salute
9:40 a.m. - 9:55 a.m.	TK/K Recess
10:00 a.m. – 10: 15 a.m.	1 st -2 nd Recess
10:20 a.m. – 10:35 a.m.	3 rd -5 th Recess
10:45 a.m. – 11:00 a.m.	6 th -8 th Recess
11:15 a.m.- 11:55 am.	TK-2 nd Lunch
12:00 p.m.- 12:40 p.m.	3 rd -5 th Lunch
12:45 p.m.-1:25 p.m.	6 th -8 th Lunch
1:30 p.m.	Dismissal

Sequoia Union Elementary School Map



“Front of School”

Instructional Calendar



SEQUOIA UNION ELEMENTARY SCHOOL

Instructional Calendar 2025-2026

Board Approved on 12-17-2024

July 2025

Su	M	Tu	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG. 2025

Su	M	Tu	W	Th	F	Sat
3	○	★	MD	MD	○	2
10	11	12	MD	SB	15	16
17	18	19	MD	21	22	23
24	25	26	MD	28	29	30
31						

SEPT. 2025

Su	M	Tu	W	Th	F	Sat
	1	2	MD	4	5	6
7	8	9	MD	SB	12	13
14	15	16	MD	18	19	20
21	22	23	MD	25	26	27
28	△	△				

OCT. 2025

Su	M	Tu	W	Th	F	Sa
			△	△	△	4
5	6	7	8	9	10	11
12	13	14	MD	SB	17	18
19	20	21	MD	23	24	25
26	27	28	MD	30	31	

NOV. 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	MD	6	7	8
9	10	11	MD	SB	14	15
16	17	18	MD	20	21	22
23	24	25	26	27	28	29
30						

DEC. 2025

Su	M	Tu	W	Th	F	Sat
	1	2	MD	4	5	6
7	8	9	MD	SB	12	13
14	15	16	MD	WP	MD	20
21	22	23	24	25	26	27
28	29	30	31			

JAN. 2026

Su	M	Tu	W	Th	F	Sat
				1	2	3
4	○	6	MD	SB	9	10
11	12	13	MD	15	16	17
18	19	20	MD	22	23	24
25	26	27	MD	29	30	31

FEB. 2026

Su	M	Tu	W	Th	F	Sat
1	2	3	MD	5	6	7
8	9	10	MD	SB	13	14
15	16	17	MD	19	20	21
22	23	24	MD	26	27	28

MAR. 2026

Su	M	Tu	W	Th	F	Sat
1	2	3	MD	5	6	7
8	9	10	MD	SB	13	14
15	16	17	MD	19	20	21
22	23	24	MD	26	27	28
29	30	31				

APR. 2026

Su	M	Tu	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	MD	SB	17	18
19	20	21	MD	23	24	25
26	27	28	MD	30		

MAY 2026

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	MD	7	8	9
10	11	12	MD	SB	15	16
17	18	19	MD	🏠	22	23
24	25	26	MD	28	29	30
31						

JUN. 2026

Su	M	Tu	W	Th	F	Sat
	1	2	MD	🎓	TWD	6
7	8	9	10	SB	12	13
14	15	16	17	SB	19	20
21	22	23	24	25	26	27
28	29	30				

Progress Report

Trimester 1 - September 19
Trimester 2 - January 9
Trimester 3 - April 3

Grading Periods

August 6 - November 7 (62 Days)
November 10 - February 27 (60 Days)
March 2 - June 4 (58 Days)

Note: In the event that we have a full day off for emergency related issues during the 2025-2026 school year, June 5, 2026 would be the last day of school with a 1:30 dismissal.

School Begins

August 6 - First Day of School - Min. Day

School Ends

June 4 - Last Day of School - Min. Day

Regular Day

School Starts - 8:15am
School Ends - 3:00pm

Minimum Day

School Starts - 8:15am
School Ends - 1:30pm

District Holidays

July 4 - Independent Day
September 1 - Labor Day
November 11 - Veteran's Day
November 27-28 - Thanksgiving
December 24-25 - Christmas Eve & Day
December 31, Jan. 1 - New Years Eve & Day
January 19 - Martin Luther King Jr.
February 9 - Lincoln's Birthday
February 16 - President's Day
April 3 - Good Friday
May 25 - Memorial Day
June 19 - Juneteenth Day

School Intercession Breaks

October 6-10 - Fall
November 24-28 Thanksgiving
December 22 - Jan. 2 Winter
March 30 - April 10 Spring

- Staff Development Days - No School
- △ Parent/Teachers Conferences (Minimum Days)
- ★ Class of 2026 Graduation Ceremony, June 4, 2026 (Minimum Day)
- 🎓 Back to School Night - No School
- 🏠 Open House (Minimum Day)
- WP Winter Program (Minimum Day)
- MD Minimum Days
- SB School Board Meeting
- TWD Teacher Work Day

You can find this information and more
on our website:

www.sequoiainion.org

Every Wednesday is a Minimum Day 1:30 p.m.

(subject to change. Please refer to the school calendar at <http://www.sequoiainion.org/content/su-master-calendar> for up to date information)

Month	School Calendar
August	1 st - No School, Staff Development Day 4 th - No School, Staff Development 5 th - Back to School Night, 6:00 pm 6 th - First Day of School, <i>Minimum Day</i> 7 th - <i>Minimum Day</i> 8 th - <i>Minimum Day</i> 14 th - Board Meeting
September	1 st - No School, Labor Day 11 th - Board Meeting
October	Sep 29 th -Oct 3 rd Parent Teacher Conferences, <i>Minimum Days</i> 8 th -10 th - No School, Fall Intersession 16 th -Board Meeting
November	11 th - No School Veterans Day 13 th - Board Meeting 24 th -28 th - No School, Thanksgiving Intercession
December	11 th - Board Meeting 15 th -19 th - 6th Grade Scicon 18 th - Winter Program 22 nd -Jan 2 nd No School, Winter Intercession
January	5 th - No School, Staff Development Day 8 th - Board Meeting 19 th - No School, Martin Luther King Jr.
February	9 th - No School, Lincoln's Birthday 12 th - Board Meeting 16 th - No School, Presidents Day
March	12 th - Board Meeting 30 th -April 10 th - No School, Spring Intercession
April	16 th - Board Meeting
May	14 th - Board Meeting 21 st - Back to School Night 25 th - No School, Memorial Day
June	4 th - Class of 2026 Graduation Ceremony, 6 pm 4 th - Last Day of School, <i>Minimum Day</i> 5 th - No School, Staff Development Day 11 th - Board Meeting 18 th - Board Meeting

Parents Guild Events

The Parents Guild works to help make education on our campus enjoyable. We need all your hands. Please help where you can.

Contact us at ptc@sequoiaunion.org or come to one of our quarterly socials to meet all the parents, teachers and staff at our school. Notifications will go out via email, remind or our Sequoia Union Facebook page

September, January, April, & June

Parents Guild meetings are held quarterly. Meetings are typically held in the school library. Children are welcome to attend.

September 20, 2025

**Sequoia Union
Carnival**

5:30pm

Nov.14-21

**Thanksgiving Dinner
collection and
donations**

Dec.8-19

**Christmas gifts
collection and
donations**

March - TBD

**Sequoia Union Track
Meet**

March - TBD

**Sequoia Union Sports
Boosters Golf
Tournament**

May 4-8

**Teacher/Staff
Appreciation Week**

Home and School Compact

As active members of the Sequoia Union Community, we all have rights and responsibilities to help create the best possible learning environment for our children both in and out of school. While at school:

Rights of Students

- To attend school in a secure academic and social climate, free of fear and violence
- To enjoy the full benefit of their teachers' efforts undiluted by disruptive students
- To be fully informed of school rules and regulations
- To be allowed equal access to curriculum

Responsibilities of Students

- To attend school and classes regularly, to be on time, and prepared to learn
- To know and obey school rules and regulations
- To respect the rights of school personnel, fellow students and the public in general
- To demonstrate pride in everything they do, the school and grounds

Rights of Parents

- To expect that their children will spend their time at school in a safe, wholesome, stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff
- To be informed of district policy, school rules and regulations
- To be informed if their child is not achieving at their highest potential

Responsibilities of Parents

- To participate in conferences with teachers and/or administrators regarding the academic and behavioral status of their children
- To provide supportive action by making sure that children have enough sleep, adequate nutrition and appropriate clothing before coming to school
- To cooperate with the school to enhance the educational programs offered to all students.
- To become familiar with district policies and school rules and regulations

Rights of Teachers

- To expect and receive the attention, effort and participation of the students attending their classes
- To have parental and administrative backing when enforcing rules designed to provide an optimum learning climate
- To teach with interruptions held to an absolute minimum regardless of the cause or source
- To enjoy the same level of respect and courteous treatment accorded members of the class individually and collectively

Responsibilities of Teachers

- To consider the personal worth of each individual student as a single, unique, important human being
- To attempt to equip each learner with the knowledge, skills, attitudes and values required for successful living.
- To hold students accountable for their actions at all times
- To keep parents and students informed regarding their progress toward meeting academic and social goals
- To initiate and enforce individual classroom rules consistent with school and district policies

Rights of Administrators

- To establish and maintain an environment in which optimum learning and teaching conditions prevail
- To make decisions on all issues confronting schools, primarily on the basis of what is best for the students
- To hold students accountable for their conduct and to take prompt and appropriate action toward those guilty of violations

Responsibilities of Administrators

- To provide leadership that will establish, encourage and promote good teaching and effective learning
- To establish, publicize and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among the students
- To request assistance from community agencies and resources in all cases indicating such action
- To make a determined effort to stay attuned to expressions of student/staff/parent/community concerns and to react with sensitivity toward them

General Campus Information

Attendance Policy and Procedures:

Attendance Expectations:

Regular attendance is vital to a student's academic success. Research shows that students who attend school regularly outperform those with poor attendance patterns. It is not possible to give your child the best education possible if he/she is not in class, or arrives late. The staff and administration will uphold and enforce the state laws of California which require students under 18 years of age to be in school, on time, on a daily basis. ***Regardless of whether or not the absence is excused or unexcused, parents will be notified of attendance concerns in the following manner:***

5 Absences	Attendance letter will be sent home informing parents there is an attendance concern regarding their child (ren). (Site Administrator or designee will make a home visit).
10 Absences	Attendance letter will be sent home and a parent conference will be held with the Administrator. An attendance contract will be required if there is no just cause for absences.
15 Absences	Attendance letter will be sent home. The student and parent will be referred to the School Attendance Review Board.
20 Absences	The parent(s) will be referred to the Tulare County District Attorney's School Attendance Review Board.

Excused Absence: Justifiable Personal Reasons (Ed Code 48200)

A student shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometry, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For 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, or attendance at religious retreats 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.

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence and if completed satisfactorily, will receive full credit for that assignment if completed within a reasonable amount of time. A Dr. Note must be given to the attendance clerk within 5 days or the absence will be marked as Unexcused.

Tardy Policy:

Students are expected to be on time daily. It is in violation of school rules and state law (Education Code 48200) if a child is tardy without a note or phone call verifying a valid excuse. Tardies are excused only for the same reasons as legal absences. If a student has 3 or more unexcused tardies in a calendar

month, it will result in lunch or after school detention. If tardies become numerous, the school will address the problem. If the problem continues, referrals may be made to the district social worker and eventually, the School Attendance Review Board (SARB).

School Attendance Review Board (SARB):

School Attendance Review Board or SARB was established to support students with school attendance or behavioral problems before they become part of the juvenile justice system. SARB works with the school, the community, and the home to intervene in school attendance problems before students have missed enough school to cause failure. The SARB board is composed of representatives from law enforcement, welfare, probation, and mental health agencies, and the district attorney's office. If the parents or guardian of the minor fail to respond to directives of the SARB, or to use services offered on behalf of the minor, the SARB files a complaint against the parents or guardian with the district attorney's office. (Education Code Section 48291, 48320, 48263).

Truancy Policy:

Education Code Section 48260 states that any pupil who is absent from school without a valid excuse more than three days or tardy in excess of thirty minutes more than three days in one school year is a truant, and shall be reported to the attendance supervisor of the school district. If the problem continues, the student will be referred to the School Attendance Review Board (SARB). School attendance is mandatory. It is the parent's responsibility to ensure his/her student attends school regularly.

Withdrawal from School:

If it becomes necessary for your child to transfer to another school before the end of the year, please notify the office. You must then return all school property, including textbooks and library books. If your student owes fines or fees, please pay at that time. Your child's school records will be forwarded to your next school upon request from the Administrator of your new school. School records include health records, personal data and report cards.

Bus Riding Rules of Conduct (BP 5131.1)

In order to help ensure the safety and well-being of students, bus drivers, and others, the Board of Trustees expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus. (cf. 0450 - Comprehensive Safety Plan) (cf. 3516 - Emergencies and Disaster Preparedness Plan) (cf. 3540 - Transportation) (cf. 3541.2 - Transportation for Students with Disabilities) (cf. 3543 - Transportation Safety and Emergencies) (cf. 5131 - Conduct) The Superintendent/Principal or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103) (cf. 3452 - School Bus Drivers) Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) The Superintendent/Principal or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103) Legal Reference: (see next page) BP 5131.1(b) BUS CONDUCT (continued) Legal Reference: EDUCATION CODE 35160 Authority of governing boards 39800 Transportation 39839 Transportation of guide dogs, signal dogs, service dogs 44808 Duty to supervise conduct of students 48900 Grounds for suspension and expulsion 48918 Expulsion procedures 49060-49079 Student records 49073-49079 Privacy of student records GOVERNMENT CODE 6253-6270 California Public Records Act CODE OF REGULATIONS, TITLE 5 14103

Authority of the driver CODE OF REGULATIONS, TITLE 13 1200-1228 General provisions, school bus regulations UNITED STATES CODE, TITLE 20 1232g Family Educational Rights and Privacy Act CODE OF FEDERAL REGULATIONS, TITLE 34 99.1-99.67 Family Educational Rights and Privacy Management Resources: NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999 WEB SITES CSBA: <http://www.csba.org> California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn> U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/policy/gen/guid/fpc>

Students transported in a school bus shall be under the authority of, and be responsible directly to, the driver of the bus. 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. The bus driver shall not require any pupil to leave the bus in route between home and school or other destination (California Code of Regulation, Title V, Section 14103).

Drop Off and Pick Up:

It is vital for the safety of our students that parents drop off and pick up their children at the same bus stop daily. The first day of school (or the first day your child rides the bus) you will receive a Bus Rider Form which will ask you to verify your primary pick up and drop off locations. Once these daily stops have been established, your child may not be allowed to get on or get off at any other location except the selected drop off or pick up. If you are not at your selected bus stop, it is your responsibility to transport your child to school and if you are not at your selected drop off location your child will return to school on the bus and you will be responsible for the transportation of your child home from school.

Bus Rider Policies:

- Remain seated while the bus is in motion.
- Refrain from unnecessary noise.
- Keep all parts of the body inside the bus.
- Be courteous to other passengers and follow the driver's instructions at **ALL** times.
- Enter and depart the bus only at assigned bus stops.
- Students should sit properly in their seats facing the front of the bus.
- Each student is responsible for his/her property.
- No inappropriate use of personal electronics.
- No eating or drinking on the bus.

Items Prohibited on the Bus:

- Shoes with cleats or spikes
- Glass or fragile items
- Animals or pets
- Food or drinks, including gum
- Balloons and other non-school items
- Hazardous articles or weapons

Please Note: If the bus is outfitted with seatbelts, students will remain in their seats with the seatbelt properly engaged until the bus has come to a complete stop at the student bus stop.

- Students who ride the bus regularly to and from school must load and unload at the SAME BUS STOP unless special permission has been granted.

- Students who **DO NOT** regularly ride the bus to or from school must make prior arrangements with school administration to be transported.

Bus Citation Schedule of Consequences:

1 st Violation	Warning and telephone call to Parent/Guardian by administration
2 nd Violation	Lunch Time Detention
3 rd Violation	Loss of bus riding privilege for 1 week
4 th Violation	Loss of bus riding privilege for Remainder of the school year

Bus Safety Information:

Walking to and Waiting at the Bus Stop:

- Student conduct at the bus stop is expected to be the same as required on the school grounds as they are representatives of our school. Students should respect the private property of the property owners.
- Parents should be at the bus stop 5 minutes prior to the time the bus is scheduled to arrive and drop off.
- Bus drivers are instructed to keep all students on the bus until a parent/guardian is identified for each student.
- When walking to the bus stop students are to use a designated safe-walking route.

Unloading and Red Light Crossing (Assembly Bill 1297):

One of the most dangerous times for students and the school bus is during the time students are leaving the bus on the way home. For the safety of students, Assembly Bill 1297 requires all school bus operators to use the red crossover lights at any bus stop where students load or unload the bus. Additionally, each school has a plan on file at their school site with detailed information on the bus route, boarding and exiting procedures, passenger safety, pre-trip information, danger zones, red light crossing, Special Education, foggy day information and bus rules. The plan may be reviewed upon request at the school office.

Authority of Bus Driver (California Code of Regulations, Title 5, Section 14103):

- Pupils transported in a school 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 bus driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus in route between home and school or other destinations.
- The Board of Trustees has adopted rules and regulations to enforce this section. These regulations include specific administrative procedures relating to suspension of riding privileges. Bus drivers will report students who violate these regulations by issuing a written "bus citation" to the student. The citation will be sent home for the parent to sign and return.

Cafeteria Program

Sequoia Union Elementary School operates a cafeteria for breakfast and lunch for our students and staff. Cafeteria staff are committed to providing nutritious and appealing meals for our students. Meals are prepared on site daily by our cafeteria staff and follow (and many times exceed) the Dietary Guidelines for Americans along with CDE nutrition requirements. Free and Reduced Lunch Applications are available in the school office on the first day of school. Applications **must be renewed annually.** If your child receives a **meal prior** to being **approved**, your child's account will be **charged** and you will be **expected to pay** for the meals.

School Lunch Prices	
Regular Breakfast	\$2.00 daily or \$10.00 per week
Regular Lunch	\$3.50 daily or \$17.50 per week
Reduced Breakfast	\$.30 per day /\$1.50 per week
Reduced Lunch	\$.40 per day / \$2.00 per week
Milk only	\$.50

If your family qualified for Free or Reduced Price lunch's last school, you need to complete a new lunch application for the 2023 -2024 school year.

In the operation of child feeding programs administered by the US Department of Agriculture, no child will be discriminated against because of race, color, sex, national origin, age or handicap. If any member of a household believes they have been discriminated against, they should write immediately to the Secretary of Agriculture, Washington, DC 20250

Class Placement (BP5150)

The Governing Board recognizes that parents may request to change class placement for their student(s) after school commences. The following criteria must be met before a request from parent(s) for a change of placement can be granted.

1. A minimum of 15 classroom days of instruction prior to change
2. Parents must meet with the teacher to express concern before classroom visitations
3. Parents Must schedule 2 separate classroom visits with at least 2 school days' notice. Visits should be between 30 to 60 minutes.
4. An Administrator must be present during the entire visit
5. Unscheduled visits are not permitted
6. Parents must meet with the teacher after each visitation to the classroom prior to the change
7. If the conferences with the teacher have not resolved the problem, then a conference with the Superintendent/Principal is required
8. Classroom changes must be the result of a serious need, determined by the Superintendent/Principal, school psychologist, classroom teacher, and parent

Class Trips

Sequoia Union Elementary remains one of the few schools in our area to continue to take class trips each year, due in large part to our benefactors "The Parent's Guild." The trips that are taken by the different grades are both educational and fit into the grade level curriculum. These trips provide our students with the opportunity to see places that they might not have the chance to see or experience.

Chaperones for these class trips will be determined by the teacher(s) in charge of the trip and will be based on space available and method of transportation. Chaperones are LIMITED to parents and/or grandparents of students and must have a volunteer form, current TB test, valid driver's license and cleared Life Scan on file with the school district office 10 days prior to any field trip.

Chaperones will be chosen by lottery if more parents/grandparents wish to go than space will allow. Selected chaperones must stay with the class and their assigned group the entire field trip and if a student issues arises must let the teacher know immediately.

Parents are NOT allowed to take younger siblings on any class trip and are not allowed to pick up their child while on a field trip without prior written consent from administration.

Dress Code (BP 5132)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. It is the desire of the Board of Education, School Staff, Parents and Community to maintain the very highest standards for dress and attitudes possible. The School Board expects students to give proper attention to personal cleanliness and to wear clothing that is suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or be a distraction which would interfere with the educational process. (cf.4119.22-Dress and Grooming) ;(cf.5145.2 Freedom of Speech/Expression: Publications Code)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline) Gang-Related Apparel The Superintendent/Principal, staff, and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs) Legal Reference: EDUCATION CODE 32281 School safety plans 35183 School dress codes; uniforms 35183.5 Sun-protective clothing 48907 Student exercise of free expression 49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5 302 Pupils to be neat and clean on entering school COURT DECISIONS Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459 Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

All students shall wear clothing that is clean and which provides modesty for the wearer. We want to encourage parents and students to take responsibility to come to school in clothing that is comfortable, age appropriate, and promotes self-confidence.

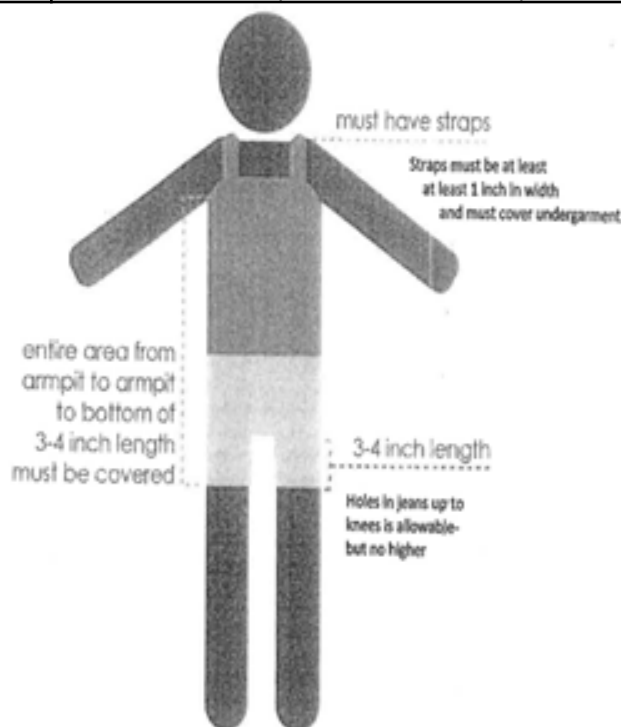
All K-8 Students shall abide by the following:

1. Maintain clean, combed hair and a well-groomed body. Refer to diagram for lengths of clothing and coverage
2. Shoes are to be worn at all times for safety reasons. Open-toed sandals are discouraged, but are acceptable only if they are fashioned in such a way as to remain securely on the foot. All footwear must have a strap around the back of the foot. Have appropriate footwear for Physical Education.
3. *Anything* (clothing, jewelry, or headgear) which advertises or shows a picture, product, or phrase that is illegal, dangerous, promotes gangs, or creates a dangerous situation is unacceptable; such as: alcoholic beverages, drugs, or drug paraphernalia or sexual innuendo.
4. Jeans can have holes in knees or below (*No holes above knees.*)
5. Leggings or Jeggings can be worn, but should be covered in a manner to maintain modesty.
6. Clothing should be worn in a manner to ensure that no undergarments are exposed at any time.
7. Piercings should be kept hygienic, and follow the guidelines of rule #3.
8. Hats, caps and other types of head coverings **will NOT** be worn inside buildings (by male or female)

Dress Code Enforcement:

School personnel will determine if a student's attire and appearance are appropriate. The main theme of this policy is good taste and neatness. Exceptions may be provided for religious practice or during special event activities as designated by the Principal. Any violations will be handled by a referral to the school administration for appropriate action. Final determination of dress code violation will be made by administration. Parents will be notified of any action taken.

1 st Violation	Telephone call to Parent/Guardian, student will be required to remain in office until a change of clothing is provided.
2 nd Violation	Telephone call to Parent/Guardian, student will be required to remain in the office until a change of clothing is provided.
3 rd and Subsequent Violations	Parent/Guardian will be required to meet with Administration, students will be required to remain in office until a change of clothing is provided. Based upon the outcome of that meeting the student may face In-School Suspension or Home Supervision



Eighth Grade Graduation and End of Year Trip Regulations (BP 5127 & BP 6146.5)

Requirements to receive a diploma and participate in graduation exercise

- Students will work towards the district Standards of Proficiency in reading comprehension, writing, and computational skills. Students will be assessed in these skills and receive remedial instruction as needed.
- Cumulative GPA during 8th grade (Three Trimesters) of 2.0;
- 80% passing grade on the Constitution Test;
- Maintain at least 94% school attendance from the date of enrollment.
- Eighth graders may have only 10 absences (this will be prorated based on school entry date), excused or unexcused, during the eighth grade year and still be able to participate in eighth grade graduation exercises. Absences due to family vacation or other special needs must be arranged by parent with the office according to the Independent Study Contract requirements. See above.
- Attendance Requirements: Students must have a 94% attendance rate for their eighth grade year to participate in promotion ceremonies/Trip. Absences that will not be counted against students include those due to the following reasons:
 - 1. Illness or medical appointment with verification from the healthcare provider indicating the need for the student's absence;
 - 2. For the purpose of appearing in court pursuant to a subpoena;
 - 3. For the purpose of attending the funeral services of a member of the student's immediate family
 - 4. For participation in a school-sponsored activity.
- District administration shall determine the documentation required to prove the absence was for a qualifying reason.
- Must be present in school 65% of the school day (8:20 - 12:45 or 10:30 - 3:00). Eighth grade students leaving before 65% of the school day has transpired will be marked absent for that day and that day will count towards their absences.
- Eighth grade students who have been suspended from school two (2) or more times in their eighth grade year may not participate in graduation exercises.
- Students absent during the regular school day may not participate in any extra or co-curricular activity on the same day of absence.
- The Board recognizes that there may be extenuating circumstances which may contribute to a student's failure to achieve the minimum requirements to receive a diploma and participate in graduation exercises. The Board authorizes the Superintendent to return the privilege of receiving a diploma and participating in graduation exercises upon review of the extenuating circumstances on an individual case-by-case basis.
- If students do not meet the diploma requirements they will receive a certificate of promotion, not a diploma.

8th Grade Graduation Academic Recognition Protocol

- All students with a 4.0 GPA for all 3 trimesters of the 8th grade will be recognized with a gold cord and a certificate.
- All students with a 3.5 GPA for all 3 trimesters of the 8th grade will be recognized with a certificate.
- Academicians: The 2 students with the highest overall GPAs based upon their entire middle school careers (6th-8th grades). If a student transfers to Sequoia Union after 6th grade, GPA will be calculated using grades from previous school as well as grades earned while attending Sequoia Union.

- Speeches will be limited to 4:
 - President
 - Academicians (2)
 - 1 student chosen by middle school teacher(s)

Electronic Devices

Cell Phones and electronic devices are allowed on campus by law; however, it is the policy of Sequoia Union Elementary School District that ALL electronic devices (including, but not limited to: cell phones, IPODS, MP3 players, Nintendo and Gameboys) MUST be turned off (not on Silent or Vibrate) while on campus. Additionally, these devices CANNOT be displayed during school hours (they should not be visible or in the pocket of a student). Additionally, Sequoia Union Elementary School District prohibits text messaging in the classroom or anywhere on campus unless allowed by a staff member.

Cell Phone Violation Consequences

1 st Violation	The cell phone or other electronic device will be taken from the student and kept in the office for the remainder of that school day. The student will be able to pick up the device at the end of the school day.
2 nd Violation	The cell phone or other device will be taken from the student and kept in the office. The student will be required to have a parent come to the office and personally pick up the device.
3 rd Violation	The cell phone or other device will be taken from the student. The student will be barred from bringing ANY electronic device to school for the remainder of the school year.

The student may also receive disciplinary action including detention and suspension based upon the level of the infraction.

Electronic Devices Issued to Students

All students are issued an electronic device for use through the day. The younger student's devices are maintained in their class and are checked out and returned daily. The older students by virtue of attending multiple classes carry their Chromebooks/Laptops with them. Should these devices be broken while in the care of the student, whether through negligence or deliberately, there will be a cost incurred for the repair or replacement of the device. Families will be expected to cover the cost or pay \$100.00 or \$200.00 or the cost of the repair (for accidental damage + the sequence of occurrence). If the damage was intentional, families will incur the cost of repair or replacement. At the back of the handbook is a form that explains the breakdown of these costs. Use of these devices is a part of the student's daily life, and they must be taken care of while in their position.

ADULT CODE OF CONDUCT (BP 5150)

Sequoia Union is grateful to be partners with involved, committed and responsible families. In order to maintain an orderly, respectful, and secure educational environment for the students and staff of Sequoia Union Elementary School District, it is essential that all adults are aware of their responsibilities and adhere to the expected code of conduct as outlined below. The health, safety, and welfare of all members of our school community is important, therefore this code of conduct applies to all adults including parents, guardians, step-parents, grandparents, extended family, advocates, and any others involved in activities or communications related to Sequoia Union.

GENERAL RESPONSIBILITIES: We expect parents/guardians, visitors, and volunteers to have a fundamental understanding and commitment to the following general propositions:

- Recognize that the education of children is a joint responsibility of the parents/guardians and the school community.
- All family members and visitors, as well as all staff members of the school community deserve to be treated with respect, and school employees are entitled to a safe work environment.
- It is imperative that adults exhibit a good example for students in their conduct, language, and behavior while on campus or at school sponsored activities.
- All communication with staff, teachers, and administrators should be collaborative and based on trust and respect.
- Family members have the right to raise issues and concerns related to the education of their child or school matters. Concerns and complaints should be resolved at the lowest level possible within the structure of the district. Individuals are encouraged to first bring the concern to the attention of the individual employee. If the concern or complaint is not satisfactorily resolved with the individual employee, it should be brought to the attention of the employee's immediate supervisor. If there is no resolution, then the family should speak with the building principal/superintendent directly before bringing the concern to the school board.
- If parents have concerns, a meeting should be scheduled to ensure that all parties can be heard. The goal is always for agreeable solutions to be reached. When concerns related to school arise in non-emergency situations we encourage families to take some time before contacting the school. Do not confront school employees as these interactions can be emotional for all parties involved and do not promote resolution. Furthermore, school employees should never be disrespected in front of students.
- Be aware that your actions on social media may have serious consequences. Adults should consider the impact of social media comments on the greater community and the model being set for children prior to posting on social media. Social Media postings and commentary should remain professional. Furthermore, defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others can have serious ramifications.
- Understand that the priority for school staff is the welfare and education of all students in the school. Responses to family emails or telephones calls may not happen instantaneously. Responses are not required outside normal working hours or during school holidays.

PROHIBITED BEHAVIORS: In order to provide a peaceful, safe, and welcoming school environment, the district prohibits the following behaviors by parents/guardians and visitors. Employees who are concerned about an adult's behavior shall report it to a staff member and/or administrator.

- Using profane, insulting, harassing, aggressive, or otherwise offensive language or displaying temper either in person, by email, text/voicemail/phone, or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with district operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.
- The use of alcohol, tobacco, and other drugs on school grounds. Being under the influence of alcohol

or other drugs while on school grounds and when attending school sponsored events is prohibited.

- Threatening to do bodily harm to a district employee, visitor, fellow parent/guardian, or student.
- Threatening to damage the property of a district employee, visitor, fellow parent/guardian, or student.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Parents should never approach someone else's child in order to discuss an issue or chastise that child.

CONSEQUENCES (Penal Code sections 627.4 - 627.7)

- Adults who have communicated (verbally or in writing) in a threatening or harassing manner with a school employee may have their access to school employees restricted and asked to communicate with an assigned point person only.
- Adults who are not able to meet our expectations for conduct will be asked to leave the premises immediately, and to schedule a time to meet with school administration when they are able to conduct themselves in a safe and professional manner.
- The school principal/superintendent reserves the right to deny future access to the school and school activities if the code of conduct is violated. No restriction, however, will prevent the parent/guardian from working collaboratively with the district to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting. We trust that all adults within our communities will help our school in implementing the code of conduct, and we thank you for your support of our school and work environment.

COMMUNICATION PROTOCOLS: Parents and guardians have the right to raise issues and concerns related to the education of their child or school matters. Concerns and complaints should be resolved at the lowest level possible within the structure of the district. For example, most communications of classroom, academic, and playground concerns should be directed to your child's teacher or the individual employee. If you have an issue with a particular staff member, please try to address those concerns with that staff member directly. If there is no resolution, then the family should speak with the building principal/superintendent directly before bringing the concern to the school board. Addressing concerns on social media or other peer groups should be avoided to maintain a positive and respectful atmosphere at Sequoia Union.

WAYS TO CONTACT STAFF: Sending emails, the school communication platform adopted for text messaging, and phone calls are the preferred mode of communication as the first contact to resolve an issue. All employee emails are available on the Sequoia Union website. The school platform used for text messaging teachers is shared at the beginning of each year during Back to School Night. Phone calls are also an excellent way to communicate with school staff. Please keep in mind, with all modes of communication, that school personnel are busy with students during much of the day and their personal time in the evenings and on weekends should be respected. Our aim is to utilize all means of communication effectively.

WHO TO CONTACT TEACHER OR INDIVIDUAL EMPLOYEE:

- Student issues
- A conference
- Questions about student grades or behavior
- Questions about specific activities or events
- Curriculum specific to the classroom or special area

PRINCIPAL

- School programs, policies, and procedures
- Unresolved issues after teacher or individual employee contact
- Security or safety related to school or student

DISTRICT OFFICE:

- School-wide events
- Feedback and/or suggestions about school-wide issues
- Attendance
- Calendar
- District-wide programs, policies, and procedures
- Facilities
- Budgets
- Other questions you may have - we will direct your call

Inclement Weather Plans

Foggy Day Plan:

- If weather indicates heavy fog, we will notify local radio and television stations as well as send out phone and email messages that Sequoia Union School will be on a Foggy Day Schedule. All Foggy Day schedules will result in a 2-hour delay in school starting time and bus pick-up time.
- Students will attend classes from 10:20 A.M. through 3:00 P.M.

Unsafe Air Quality Plan:

Sequoia Union School District closely monitors and follows the San Joaquin Valley Air Pollution Control District Website and follows their Real-Time Outdoor Activity Risk (ROAR) Guidelines as follows:

Excessive Heat

- Stage 1 (Up to 90 Degrees)
- P.E. schedules not changed
 - (High humidity may result in a stage 2 alert - by Administration)
- Stage 2 (90-98 Degrees)
- Modified outside activities in P.E. and recesses.
 - Sensitive-to-heat students should be excused to stay in the shade
- Stage 3 (98-105 Degrees)
- No outside P.E. or after-school sports (outside).
 - Indoor eating and outside recesses are O.K.; students will be reminded to stay in the shade.
- Stage 4 (105+ Degrees)
- All outdoor activities will be held indoors
 - Memorial Building open at lunch recess for inside activities
 - “Rainy Day” lunch time schedule

Real-Time Outdoor Activity Risk (ROAR) Guidelines					
ROAR Level	 LEVEL 1	 LEVEL 2	 LEVEL 3	 LEVEL 4	 LEVEL 5
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 min. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 min per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.	Exercise indoors or reduce vigorous exercise to 30 min of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Event must be rescheduled or relocated.
PM2.5 range	1 – 12 µg/m3	13 – 35 µg/m3	36 – 55 µg/m3	56 – 75 µg/m3	>75 µg/m3
Ozone range	1 – 59 ppb	60 – 75 ppb	76 – 95 ppb	96 – 115 ppb	>115 ppb

* Sensitive Individuals include all those with asthma or other heart/lung conditions

** California Interscholastic Federation

Google Apps in Education

Sequoia Union Elementary School District is excited to use “Google Apps for Education” for all students. Google Apps allows students to have access to Gmail, Google Docs, Google Sheets, Google Slides, as well as the possibility of using educational apps from the Educational Google Play Store to individualize their learning.

Google Apps is a collection of free online applications. These applications do not reside on the computer itself, but rather they are accessed through a web browser. This is considered working in the "cloud". The benefit of this structure allows flexibility in accessing documents and projects from ANY device with Internet access. Staff and students can access their school documents from the lab, the classroom, the library and even from home!

- Google Apps for Education is a special setup of the popular Google Apps, tailored specifically for educational institutions. For example, accounts are managed by the school district (and not by Google) and Google Apps for Education is 100% Ad-free. Google Apps for Education allows school districts to give access to only their staff and students to create, collaborate and share ideas online between each other.
- For more information on the Google Apps for Education privacy policy, please go to: <http://www.google.com/edu/privacy.html>

Students need to know: Students will follow school Internet/Technology Policies (*see section below*) for appropriate use when using Internet based services with Google Apps. These services are considered an extension of the school's network. Students have no expectation of privacy in their use as school administrators have the right and ability to monitor user accounts for policy and security enforcement.

Parents need to know: School staff can monitor student use of applications when students are at school and are able to monitor emails sent and received. Parents are responsible for monitoring their child's use of applications when accessing programs from home.

Independent Study (BP 6158)

Independent Study Contracts are available from Sequoia Union Elementary School District when a student must be absent from school for a planned period of time. Independent Study Contracts allow the student to keep up on school work and not incur absences during the scheduled time away from school. The School Board, however, recognizing that it is not always possible, encourages that parents schedule planned trips during the five (5) weeks of Intercession that we have during the school year.

Independent Study Contract Policies:

- Available for planned absences from school only. (Illnesses, hospitalization, or other emergencies do not qualify for an ISC).
- Not issued for any planned absence from school the week immediately before or the week immediately after an Intersession.
- Must be requested from the office, not the teacher, ten (10) school days in advance of the first day of an absence.
- Cannot be issued for absences involving less than five (5) school days (a holiday does not constitute a school day).
- Must be signed for and picked up in the office by a parent on the school day before the first day of absence.
- To successfully complete Independent Study Contracts, all assigned work must be completed and turned into the office, not the teacher, on the first day back in school.

- If all work is not completed and returned to the office on the first day back at school, the student will receive unexcused absences for those days of nonattendance potentially resulting in a classification of the student(s) as unexcused and would fall under the Attendance Policies and Procedures section

Independent Study (AR 6158.1)

Independent Study for 2021-2022 and Subsequent School Years

The Board of Trustees of Sequoia Union Elementary School District has adopted a policy to implement the requirements of AB 130 and AB 167. With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”), school districts and county offices of education are required to offer independent study for the 2021-2022 and subsequent school years, with limited exceptions.

The subsequent enactment of Assembly Bill 167 (Ch. 252, Stats. 2021, hereafter “AB 167”), added and modified the provisions of independent study for school districts and county offices of education.

This Regulation is intended to implement the additional requirements of AB 130 and AB 167. To the extent that there is any conflict between this Regulation and AR No. 6158, the provisions of this Regulation shall govern.

Sequoia Union Charter School, a Dependent Charter:

The Sequoia Union Elementary School District BP/AR 6158 and BP/AR 6158.1 shall apply to charter schools operated by the Sequoia Union Elementary School District

In addition to the educational opportunities offered through independent study provided for in BP/AR 6158, educational opportunities offered through independent study may include, but are not limited to, individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

1. Content Standards

The provision of content aligned to grade level standards that is provided to pupils in the independent study program shall be at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

2. Student Educational Progress

The Superintendent or designee shall conduct an evaluation to determine whether it is in the pupil’s best interest to remain in independent study or be returned to in-person instruction if the pupil is not making satisfactory educational progress, or if the pupil has missed more than the number of missed assignments permitted by BP/AR 6158. Satisfactory educational progress shall be determined based on all of the following indicators:

- (A) The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement, including but not limited to the student’s attendance and absenteeism.
- (B) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- (C) Learning required concepts, as determined by the supervising teacher.
- (D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Notification of the pupil's educational progress will be reported and communicated to the pupil, or the pupil's parent, guardian, or caregiver if the pupil is less than 18 years of age.

3. Re-Engagement Strategies

The Sequoia Union Elementary School District will take measures to re-engage pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade level, or pupils who are in violation of their written agreement pursuant to Education Code section 51747(g), BP/AR 6158 and this policy.

Tiered reengagement strategies shall include all of the following:

(A) Verification of the pupil's current contact information.

(B) Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation. Notification will be by written, telephonic, or other forms of direct communication.

(C) Outreach to determine pupil needs, including connection with health and social services as necessary. As determined appropriate by the Independent Study administrator, the Sequoia Union Elementary School District may pursue the following activities to determine and support pupil needs:

Sequoia Union Independent Study Outreach Plan:

a. Communication between the family and school staff to determine the best way to re-engage the pupil in the Independent Study program;

b. SST meetings to examine pupil achievement data as well as evaluation of the pupil's strengths and areas of growth;

c. Based on SST, referral to MTSS systems of support for targeted intervention in the identified area of need;

d. Referral to school-based mental health services;

e. Additional training for Independent Study teachers;

f. Home visits, using Child Welfare and Attendance support;

g. Technology check to ensure digital access is supported by all means possible;

h. Connecting the family to Community Liaison support personnel.]

(D) Contact the pupil, or, if the pupil is under 18 years of age, the parent/guardian/caregiver, to schedule a pupil-parent-educator conference to review the pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the provisions of BP/AR 6158 and this policy regarding missed assignments and satisfactory educational progress. "Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement. This section shall not apply to pupils that participate in an independent study program for fewer than 15 cumulative schooldays in a school year.

4. Synchronous Instruction and Live Interaction

Instruction shall be provided to all pupils in the independent study program in accordance with the pupil's written agreement, and shall include the following:

(A) For pupils in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, daily synchronous instruction shall be provided for all pupils throughout the school year.

(B) Pupils in grades 4 to 8, inclusive, will be provided opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.

(C) Pupils in grades 9 to 12, inclusive, will be provided opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

“Live interaction” means interaction between the pupil and District classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction for traditional independent study shall be provided by the teacher of record for that pupil pursuant to Education Code Section 51747.5.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 cumulative schooldays in a school year.

5. Returning to In-Person Instruction

Pupils whose families wish to return to in-person instruction from independent study may notify a designated contact person set forth in the pupil’s written agreement, or the supervising teacher or Independent Study Administrator who signed the written agreement. Upon notice from the pupil’s family that a return to in-person instruction is desired, the Independent Study Administrator shall provide for the pupil’s return to the school of the pupil’s previous in-person attendance, or such other school as is appropriate for the pupil’s grade level and place of residence, no later than five instructional days after the request is received.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 cumulative schooldays in a school year.

6. Master Agreement

A current written agreement for each independent study pupil shall be maintained on file. Each pupil’s written agreement for independent study shall include, but not be limited to, all of the following:

(A) The manner, time, frequency, and place for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding the pupil’s academic progress.

(B) The objectives and methods of study for the pupil’s work, and the methods used to evaluate that work.

(C) The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

(D) A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a pupil’s assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

(E) The duration of the independent study agreement, including the beginning and ending dates for the pupil’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

(F) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(G) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

(H) A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. An electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means. Either an original document or an electronic file of the original document is allowable for auditing purposes.

Written agreements may be signed using an electronic signature that complies with state and federal standards that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

For the 2021–22 school year only, the Sequoia Union Elementary School District shall obtain a signed written agreement for an independent study program of any length of time from the pupil, or the pupil's parent or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

7. Independent Study Enrollment and Notice

For the 2022–23 school year only, the Sequoia Union Elementary School District shall notify the parents and guardians of all enrolled pupils of their options to enroll their child in in-person instruction or independent study during the 2022–23 school year. This notice shall include written information on the Sequoia Union Elementary School District's internet website, including, but not limited to, the right to request a pupil-parent-educator conference meeting before enrollment pursuant to this section, pupil rights regarding procedures for enrolling, disenrolling, and re-enrolling in independent study, and the synchronous and asynchronous instructional time that a pupil will have access to as part of independent study.

If 15 percent or more of the pupils enrolled in the Sequoia Union Elementary School District speak a single primary language other than English, as determined from the census data submitted to the California Department of Education (CDE) in the preceding year, the written information shall, in addition to being written in English, be written in the primary language. Upon the request of the parent or guardian of a pupil, and before signing a written agreement with the pupil's parent or guardian, the Sequoia Union Elementary School District shall conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an

education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

8. Quarantines

9. Assessment and Documentation of Work Product and Participation

The independent study by each pupil shall be coordinated, evaluated, and, shall be under the general supervision of an employee of the Sequoia Union Elementary School District who possesses a valid certification document pursuant to Education Code Section 44865 or an emergency credential pursuant to Education Code Section 44300, registered as required by law. Apportionment credit for independent study may be claimed only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency. It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work.

The Sequoia Union Elementary School District shall document each pupil's participation in live interaction and synchronous instruction pursuant to Education Code Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to Education Code Section 51747.

A local educational agency shall maintain written or computer-based evidence of pupil engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.

For purposes of these documentation requirements, a local educational agency shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.

COURSE-BASED INDEPENDENT STUDY

1. Certification

Courses shall be annually certified by Board resolution to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California of the California State University as creditable under A-G admissions criteria.

This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, the number of course credits for each course, and a plan for synchronous instruction and live interaction. This information shall be consistent with that of equivalent classroom-based courses.

2. Synchronous Instruction and Live Interaction

The plan regarding live interaction and synchronous instruction shall include the following:

- (A) For pupils in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, opportunities for daily synchronous instruction shall be provided for all pupils throughout the school year.
- (B) Pupils in grades 4 to 8, inclusive, will be provided opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
- (C) Pupils in grades 9 to 12, inclusive, will be provided opportunities for at least weekly

synchronous instruction for all pupils throughout the school year.

These opportunities for synchronous instruction and live interaction replace the previous requirement of communication with each pupil at least twice per calendar month.

“Live interaction” means interaction between the pupil and District classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction for course-based independent study shall be provided by the certificated employee of the local educational agency providing instruction for course-based independent study.

3. Student Participation

An individual with exceptional needs, as defined by Education Code section 56026, shall not participate in course-based independent study, unless the pupil’s individualized education program pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

A temporarily disabled pupil shall not receive individual instruction pursuant to Education Code Section 48206.3 through course-based independent study.

4. Satisfactory Educational Progress

Satisfactory educational progress shall be determined based on all of the following indicators:

(A) The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement, set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.

(B) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

(C) Learning required concepts, as determined by the supervising teacher.

(D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress is not being made in one or more courses, the teacher shall notify the pupil and, if the pupil is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the pupil’s best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the pupil transfers to another California public school, the record shall be forwarded to that school.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and pupil, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

5. Re-Engagement Strategies

The Sequoia Union Elementary School District will take measures to re-engage pupils who are not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement.

Procedures for tiered reengagement strategies shall include all of the following:

(A) Verification of the pupil’s current contact information.

(B) A plan for outreach to determine pupil needs, including connection with health and social services as necessary. As determined appropriate by the Independent Study administrator, the Sequoia Union Elementary School District may pursue the following activities to determine and support pupil needs: Independent Study Outreach Plan:

- a. Meetings between the family and school staff to determine the best way to re-engage the pupil in the Independent Study program;
- b. SST meetings to examine pupil achievement data as well as evaluation of the pupil's strengths and areas of growth;
- c. Based on SST, referral to MTSS systems of support for targeted intervention in the identified area of need;
- d. Referral to school-based mental health services;
- e. Additional training for Independent Study teachers;
- f. Home visits, using Child Welfare and Attendance support;
- g. Technology check to ensure digital access is supported by all means possible; and
- h. Connecting the family to Community Liaison support personnel.

(C) Attempt to schedule a pupil-parent-educator conference to review the pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being.

"Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement pursuant to subdivision (b) of Section 51749.6.

6. Returning to In-Person Instruction

Pupils whose families wish to return to in-person instruction from independent study may notify a designated contact person set forth in the pupil's written agreement, or the supervising teacher or Independent Study Administrator who signed the written agreement. Upon notice from the pupil's family that a return to in-person instruction is desired, the Independent Study Administrator shall provide for the pupil's return to the school of the pupil's previous in-person attendance, or such other school as is appropriate for the pupil's grade level and place of residence, no later than five instructional days after the request is received.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 cumulative schooldays in a school year.

7. Master Agreement

Before enrolling a pupil in a course within this program, the Superintendent or designee shall provide the pupil and, if the pupil is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following:

- (A) A summary of the district's policies and procedures related to this program
- (B) The duration of the enrolled course(s), the duration of the learning agreement, and the number of course credits for each enrolled course, consistent with the Board certification of each course. The duration of the learning agreement shall not exceed a school year or span multiple school years.
- (C) The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a pupil evaluation is required to determine whether the pupil should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
- (D) The specific resources, including materials and personnel, that will be made available to the pupil, including confirming or providing address to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work
- (E) A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English 1 learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, pupils in foster care or experiencing homelessness, and pupils required mental health supports
- (F) A statement that enrollment in a course is an optional educational alternative in which no pupils may be required to participate. For pupils referred or assigned to any school, class, or

program pursuant to California Education Code Sections 48915 (expulsion) and 48917 (suspended expulsion), instruction may be provided to the pupil through course-based independent study only if the pupil is offered the alternative of classroom instruction

(G) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress

(H) The objectives and methods of study for the pupil's work, and the methods used to evaluate that work

(I) A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of the pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in course-based independent study

(J) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the pupil upon completion

The learning agreement shall be signed, before the commencement of an independent study course, by the pupil, the pupil's parent/guardian/caregiver if the pupil is under age 18 years, the certificated employee providing general supervision, and all persons who have responsibility for providing assistance to the pupil. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

The signed learning agreement constitutes permission for the pupil to receive instruction through course-based independent study.

Either an original document or an electronic file of the original document is allowable documentation for auditing purposes. Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value or work or evidence that an instructional activity occurred may be maintained as an electronic file. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Interdistrict & Charter School Attendance Agreement (BP5117)

The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313) Transportation The district shall not provide transportation beyond its geographical boundaries. Upon request, the Superintendent/Principal or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available. Limits on Student Transfers Out of the District to a School District of Choice The Superintendent/Principal or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307. In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of

student transfers from this district to a school district of choice. (Education Code 48307) (cf. 3100 - Budget) (cf. 3460 - Financial Reports and Accountability) The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301) Legal Reference: (see next page) BP 5117(b) INTERDISTRICT ATTENDANCE (continued) Legal Reference: EDUCATION CODE 41020 Annual district audits 46600-46611 Interdistrict attendance agreements 48204 Residency requirements for school attendance 48300-48316 Student attendance alternatives, school district of choice program 48350-48361 Open Enrollment Act 48900 Grounds for suspension or expulsion; definition of bullying 48915 Expulsion; particular circumstances 48915.1 Expelled individuals: enrollment in another district 48918 Rules governing expulsion procedures 48980 Notice at beginning of term 52317 Regional occupational center/program, enrollment of students, interdistrict attendance ATTORNEY GENERAL OPINIONS 87 Ops.Cal.Atty.Gen. 132 (2004) 84 Ops.Cal.Atty.Gen. 198 (2001) COURT DECISIONS Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234 Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275 Management Resources: CSBA PUBLICATIONS Transfer Law Comparison, Fact Sheet, March 2011 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov>

Students who are attending Sequoia Union or an Inter-district or Charter School Agreement are required:

- Follow Dress Code
- Obey school discipline rules
- Maintain at least a 2.0 GPA
- Obey all classroom rules
- Refrain from gang activities, disruptive or disrespectful behavior
- Refrain from any act that would normally result in suspension
- Maintain at least 94% school attendance. Exceptions can be made for long-term illness or accidents verified by doctor's note.
- Agree to have no more than 3 tardies per Trimester.

Inter-District and Charter School Agreement may immediately be rescinded for any violation of the above list or any act which normally would result in a suspension including disruptive or disrespectful behavior.

Internet/ Technology Acceptable Use Policy

Acceptable Use: The use of the Internet or online services at Sequoia Union Elementary School campus must be in support of education and research and consistent with the educational objectives of the District. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of and access to any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, pornographic material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

Privileges: The use of online services is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Technology support personnel may close an account at any time as required. The administration, faculty and staff of the school site may request the technology support personnel to deny, revoke, or suspend specific use by individuals. Administration and faculty will monitor

students while using the Internet, both in the classroom and through special filtering and monitoring software.

Security: Security on any computer system is a high priority, especially when the system involves many users. ***If you feel you can identify a security problem on the network you must notify a technology support person. Do not demonstrate the problem to other users.*** Do not use another individual's account without direct permission from a teacher. Any user identified as a security risk or having a history of violating policies when using school equipment and internet resources may be denied access to online services. The District reserves the right to monitor and examine all student activities to ensure proper use.

Vandalism: Vandalism will result in fines to the student for damaged equipment and/or suspension or cancellation of computing privileges. Vandalism is defined as damage to student Chromebooks or other equipment. This includes, but is not limited to, intentionally damaging a device, or damage caused to the device through the user's negligence. Vandalism can also entail any malicious attempt to harm or destroy the data of another user, or any online services being used by the school site including the uploading or creation of computer viruses.

Inappropriate Use of Technology includes:

- Violating the conditions of the California Education Code dealing with students' rights to privacy
- Using profanity, obscenity or other language that may be offensive to others
- Reposting or forwarding personal communications without the author's prior consent
- Copying commercial software, images, or sounds in violation of copyright laws
- Viewing or allowing others to view images or sounds that could be deemed offensive in a school setting. This is defined as images or sounds relating to nudity, pornography, drugs/alcohol, hate/intolerance, or racial/religious/gender bias.
- Using the network for financial gain, commercial activity and any illegal activity
- Vandalism or malicious attempts to harm or destroy data or hardware; intentional altering of others' work, folders, files, icons, sounds, images or other pre-sets, including system sounds, screensavers, backgrounds or file names
- Use of chat rooms or e-mail without specific permission from staff. Use of interactive, multi-user websites for games, etc., that allows outside individuals access to Sequoia Union students.
- Downloading of any program to the user's computer, without permission of staff.
- Removal of any piece of hardware, software or other computer equipment from school premises
- Introduction or insertion of any data storage medium from an outside source into school equipment without specific permission of the technology coordinator or teacher
- Failure to report objectionable or offensive material to a staff member
- Failure to comply with lab rules as posted in the computer lab
- Forwarding personal information of students or staff, including but not limited to, name, age, sex, address, phone number, e-mail address, etc. without authorization.
- Any use that may be non-specified above but is considered inappropriate by school administration.

Cyberbullying and Social Networking:

- Technology may not be used to disturb or harass others in any way.
- Any student or staff member who receives threatening or unwelcome communications should bring them to the attention of a teacher or administrator.
- Students may not create, send, access, or download materials that is abusive, hateful, harassing, or sexually explicit.
- Students may only use social networking sites that have been approved by the school district and assigned by district staff.

Violations of this Acceptable Use Policy:

- Violations of this policy will have disciplinary repercussions, including:
- Suspension of network, technology, or computer privileges
- Notification of parents
- Detention or suspension from school and school-related activities.
- Legal action and/or prosecution

Library/ Media Center

Sequoia Union is fortunate to have a well-organized and student friendly Library/Media Center. In order to maintain equity and availability of our materials to all students the following policies have been put in place:

Check-Out Policies and Procedures

- Students in grades K-2 can check out a maximum of 1 book at a time with possible exceptions depending on circumstances. These books are to be kept in students' classrooms; they are not to be taken home. Parents of K-2 students wishing to check out books to take home to read with their children can make special arrangements with the librarian to do so.
- Students in grades 3-8 can check out 2 books at a time. Exceptions and arrangements for additional books will be made when students have special class or extracurricular projects with no more than a total of 4 books checked out to any student when these additional projects are included.
- Books are checked out for a period of 2 weeks, with a maximum of 2 renewals. Renewals may not be granted if there is a waiting list for the book.

Overdue Book Policies and Procedures

- Students who do not turn in their books on time will receive an overdue notice. Students with overdue books will not be allowed to check out additional books until the overdue book(s) are returned or renewed.
- Notices will continue to be sent out on an approximately bi-weekly basis.

Lost/Damaged/Extreme Overdue Book Policies and Procedures

- If a book is not returned after being overdue for 6 consecutive weeks, the book will be considered lost and a bill will be sent to the student's residence. The replacement cost of the book must be paid in order to reinstate the student's library privileges.
- If replacement cost of the book is not received promptly, the student may, at the discretion of the administration, begin to incur penalties or lose privileges such as detention, or exclusion from extracurricular activities and reward trips.
- Students are responsible for the books they check out under their name. Every effort is made to keep track of books that are turned in to the library and to check them in and re-shelve them properly. However, if, at any time during the school year a book that has been lost and paid for is found, a refund of the replacement cost will be paid to the student/parent.
- Students will be charged the replacement cost for books that are returned in a damaged state that makes them unfit for circulation. Books that have sustained major water damage resulting in wrinkled and/or moldy pages, books with multiple torn or missing pages, books that have been defaced by writing, coloring or markers and books that have food or dirt/mud damage are all considered unsuitable for circulation and will require replacement.

Appropriate Material Policy

- In order to serve all grades K through 8, our library contains a wide variety of reading materials. As such, not all books are appropriate for students in all grade levels.
- Students in grades K-2 are given access to the easy fiction area of the library only, with additional shelves that provide access to easy non-fiction books.
- Beginning in 3rd grade, students are given access to the whole library. In order to ensure that students are reading material that is appropriate for their maturity level, the librarian and/or teacher may restrict access to, or seek parental permission for, materials that could be deemed too advanced in subject matter.
- Books that have been designated by the publisher and reviewers (Booklist, School Library Journal, and The Horn Book Magazine) as containing content appropriate for students in grades 7 and up are specially marked and will not be checked out to younger students unless express permission is provided by a parent or guardian.

Parent Organization and Involvement

Parental Involvement is very strong and important for the Sequoia Union community. Currently, we have one organization that is parent-supported and active on our campus: The Parent Guild.

Parent Guild:

The Sequoia Union Parent Guild invites you to join fellow parents, grandparents and guardians as volunteers working on behalf of our children. As stated in our bylaws, the purpose of Sequoia Union's Parent Guild is to "help promote the health, well-being and education of all Sequoia Union students." As a member of the Parent Guild, you will see first-hand just how the group achieves this goal by working together with parents and staff. You also will make new friends and be an integral part of the Sequoia Union community. Our meetings will be held the first Wednesday of every month at 3p.m.

For more than five decades, Parent Guild has supported Sequoia Union in myriad ways. Most importantly, Parent Guild raises all the money needed for our students to take field trips throughout the local area and across the state. Each grade takes at least one trip which aligns with their curriculum. For example, 6th graders enjoy learning about the environment for a week at SCICON free of charge, and 4th graders explore one of California's historic missions. Parent Guild also fundraises for the performing arts. Students in 4th-8th grade have the opportunity to learn how to play a band instrument or participate in the annual drama production.

These programs are successful only with plenty of help from the Sequoia Union community and parents/guardians like you. We invite you to participate in our annual events, including the fall and Spring Book Fairs, Holiday Program, Staff Appreciation Week, Spring Jog-a-Thon, and our Annual Sports Dinner.

Please join us at our monthly meetings! We look forward to meeting you. To contact the executive board directly, email: ptc@sequoiaunion.org

Parent Volunteers (BP 1240)

The Board of Trustees recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the school's relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students. (cf. 1000 - Concepts and Roles) (cf. 1700 - Relations Between Private Industry and the Schools) (cf. 4127/4227/4327 - Temporary Athletic Team Coaches) (cf. 4222 - Teacher Aides/Paraprofessionals) (cf. 5020 - Parent Rights and Responsibilities) (cf. 5148 - Child Care and Development) (cf. 5148.2 - Before/After School Programs) (cf. 6020 - Parent Involvement) (cf. 6171 - Title I Programs) The Superintendent/Principal or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations. (cf. 1020 - Youth Services) (cf. 1400 - Relations Between Other Governmental Agencies and the Schools) As appropriate, the Superintendent/Principal or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program. Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads, and comply with employee negotiated agreements. Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021) Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent/Principal or designee shall be responsible for investigating and resolving complaints regarding volunteers. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 3515.2 - Disruptions) BP 1240(b) VOLUNTEER ASSISTANCE (continued) The Superintendent/Principal or designee shall periodically report to the Board regarding the district's volunteer assistance program. Qualifications The Superintendent/Principal or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform. Prior to assuming a volunteer position

to work with students in a district-sponsored student activity program, a volunteer shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024) A volunteer who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024) Legal Reference: (see next page) BP 1240(c) VOLUNTEER ASSISTANCE (continued) Legal Reference: EDUCATION CODE 8482-8484.6 After School Education and Safety program 8484.7-8484.9 21st Century Community Learning Center program 35021 Volunteer aides 35021.1 Automated records check 35021.3 Registry of volunteers for before/after school programs 44010 Sex offense; definition 44227.5 Classroom participation by college methodology faculty 44814-44815 Supervision of students during lunch and other nutrition periods 45125 Fingerprinting requirements 45125.01 Interagency agreements for criminal record information 45340-45349 Instructional aides 45360-45367 Teacher aides 49024 Activity Supervisor Clearance Certificate 49406 Examination for tuberculosis GOVERNMENT CODE 3543.5 Prohibited interference with employees' rights HEALTH AND SAFETY CODE 1596.871 Fingerprints of individuals in contact with child day care facility clients LABOR CODE 1720.4 Public works; exclusion of volunteers from prevailing wage law 3364.5 Persons performing voluntary services for school districts PENAL CODE 290 Registration of sex offenders 290.4 Information re: sex offenders 290.95 Disclosure by person required to register as sex offender CODE OF REGULATIONS, TITLE 22 101170 Criminal record clearance 101216 Health screening, volunteers in child care centers UNITED STATES CODE, TITLE 20 6319 Qualifications and duties of paraprofessionals, Title I programs ATTORNEY GENERAL OPINIONS 62 Ops.Cal.Atty.Gen. 325 (1979) COURT DECISIONS Whisman Elementary School District, (1991) PERB Decision No. 868 Management Resources: (see next page) BP 1240(d) VOLUNTEER ASSISTANCE (continued) Management Resources: COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE 10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010 WEB SITES CSBA: <http://www.csba.org> California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/ls/pf> California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov> California Parent Teacher Association: <http://www.capta.org> Commission on Teacher Credentialing: <http://www.ctc.ca.gov> National Coalition for Parent Involvement in Education: <http://www.ncpie.org> National Parent Teacher Association: <http://www.pta.org>

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. This includes volunteering in the classroom and chaperoning during field trips. To help ensure the safety of our students, the Sequoia Union Elementary School District has set requirements as follows:

Example	Requirements	Restrictions
- Parents who participate in a school activity supervised or unsupervised by a certificated employee (i.e. field trips supervising small groups of students) - Parents who participate in a school activity supervised or unsupervised by a certificated employee (i.e. Head Coach, 8th Grade field trip)	- School Volunteer Registration Form completed - Live Scan Cleared - Current TB test with results on file - Copy of Driver's License on file	Unsupervised contact with students is under the direction of a certificated employee and is limited to supervision field trips, etc.

Photography Release of Students

Students may be spontaneously photographed or videotaped by school or non-school personnel (such as parent, news media) while the students are involved in activities at school or on field trips which are open to members of the public. There may also be occasions when students will be incidentally photographed/videotaped by parents or news media personnel while they are participating in activities which are not open to the general public (such as regular classroom instructional activities). The district intends to monitor such occasions so that there will be no undue invasion of individual pupil privacy or disruption of the instructional process. If you object to the photographing/videotaping of your child while participating in non-public activities as described above, please submit a request in writing to your child's school principal asking that efforts be made to exclude your child. In the event your child receives an award, his/her school picture may be submitted to the newspaper for publication.

Safe Routes to School Policies

The Sequoia Union Elementary School District supports active transportation, including walking and bicycling, to and from school. Walking, bicycling, and other forms of active transportation not only save costs related to busing students, but they also allow students to engage in physical activity, which reduces the risk of obesity and related chronic diseases such as diabetes, heart disease, stroke, and cancer.

Support for Safe Routes to School

District supports Safe Routes to School programs and activities because active transportation can:

- Increase physical activity levels for students,
- Improve student health,
- Decrease automobile congestion and related danger of injury to students,
- Reduce air pollution and related greenhouse gas emissions,
- Reduce costs related to busing, and
- Improve attendance rates and student achievement.

Enforcement

On an annual basis, the District shall assess (if) whether this Policy is being fully implemented, (ii) how to improve implementation; and (iii) what amendments are needed to improve the Policy's success. District shall prepare a report detailing its findings and proposals to enact any necessary amendments. The report shall be made available to the public.

Standard Conduct and Responsibility

General Standards of Conduct

- Be prompt and prepared to work.
- Care for our school.
- Respect yourself and the rights of others to learn in a safe and supportive environment.
- Expect the highest quality of education possible.

Students at Sequoia Union are encouraged to participate in the development of sound standards and rules for their classroom under the direction of their teacher. A classroom is a learning center where the

student is to not only learn basic knowledge, but also learn self-discipline and control. All who participate and all who are members of the class group, therefore, have a responsibility to develop and maintain rules which promote positive behavior as well as productive learning. Consistent follow-up, correction, and regulation are the key to success for all who participate.

Expected Behavior

Playground Conduct

- Follow directions and obey all school policies.
- Refrain from bringing toys or dangerous objects.
- Walk in the hallways.
- Show respect for the environment, others, and self.
- Be respectful to all students and staff.
- Use playground equipment properly.
- Stay in the supervised playground area assigned to your grade.
- Only leave the playground area if you have permission from school personnel.
- Use the restrooms on the west side of the classroom wings.

Lunch Time

- Line up quietly upon entering the cafeteria and remain in line until served.
- No sharing of food will be allowed.
- Remain seated and talk quietly while in the cafeteria.
- Play equipment is to be placed in a container by door upon entering the cafeteria.
- Hats and visors must be removed upon entering the cafeteria (boys & girls).
- No sitting on the table tops.
- When finished with your food, please wait for permission before getting up.

Student Discipline (BP5144)

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. The Superintendent/Principal or designee shall approve a complement of effective, age appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5) (cf. 5020 - Parent Rights and Responsibilities) (cf. 5137 - Positive School Climate) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement) (cf. 6164.5 - Student Success Teams) Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying) The administrative staff may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5) (cf. 9320 -

Meetings and Notices) At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation. BP 5144(b) DISCIPLINE (continued) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security) (cf. 5136 - Gangs) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6184 - Continuation of Education) (cf. 6185 - Community Day School) Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians. (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) At the beginning of every school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in the school in the immediately preceding school year and their effect on student learning. Corporal Punishment Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001) However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001) (cf. 4158/4258/4358 - Employee Security) (cf. 5131.7 - Weapons and Dangerous Instruments) BP 5144(c) DISCIPLINE (continued) (cf. 6145.2 - Athletic Competition) Legal Reference: EDUCATION CODE 32280-32288 School safety plans 35146 Closed sessions 35291 Rules 35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes 44807.5 Restriction from recess 48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49000-49001 Prohibition of corporal punishment 49330-49335 Injurious objects CIVIL CODE 1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5 307 Participation in school activities until departure of bus 353 Detention after school Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000 STATE BOARD OF EDUCATION POLICIES 01-02 School Safety, Discipline, and Attendance, March 2001 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov> U.S. Department of Education: <http://www.ed.gov>

The Sequoia Union School District utilizes all avenues provided by law for the discipline of students. These include, but are not limited to, advising and counseling students; conferencing with parents/guardians; detention; alternative educational environments; and, if necessary, suspension and expulsion.

The School Board recognizes that maintaining an educational environment which promotes learning and protects the health, safety and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction for a period of time deemed necessary to correct the behavior of that student.

All students are expected to follow school rules, dress in accordance with dress code, and behave in a safe and respectful manner at all times. Any student exhibiting dangerous, criminal, or repetitively disruptive behavior is detrimental to our learning environment and is subject to receive a Behavior Referral from any SU staff member witnessing the inappropriate behavior.

Behavior Referral Process

- Parents or guardians will be notified by phone and/or mail to ensure parent awareness of inappropriate behavior.
- Appropriate consequences will be decided by the administrator.
- Copies of the referral will immediately be given to the student's teacher, and any other staff member involved in the incident.
- A copy of the referral will be immediately filed in a behavior folder to be created for each child receiving a referral. A behavior folder will be kept in the office at all times for data collection on student behavior, and for immediate or future reference.
- The number of referrals accumulated for a student will be taken into consideration in further disciplinary action.

Suspension:

Suspension is the temporary removal of the pupil from ongoing instruction for adjustment purposes. (Education Code 48900, Section A through L).

Expulsion:

Expulsion is the removal from enrollment in a school or the District as ordered by the Governing Board. Expulsion may be ordered by the School Board when other means of correction have repeatedly failed to result in acceptable conduct or if the continued presence of the student has caused danger to the safety of others. Pupils may be expelled only for those reasons for which they may also be suspended. State law provides for full due process and rights to appear in any order of expulsion.

Reasons for Suspension:

According to E.C. 48900, students may be suspended and/or expelled from school for having committed any of the following:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects, unless the pupil had obtained written permission to possess the item from a certificated school employee, which is also concurred by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated the sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and/or sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.

- Committed robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, except as provided in Education Code Section 48901.
- Committed an obscene act, or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia as defined in Section 11364 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of Supervisors, Teachers, Administrators, School Officials or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

Students in grades 4 through 8 are also subject to suspension or recommendation for expulsion for any of the acts listed below:

Sexual Harassment (Ed.Code 48900.3)

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim’s academic performance or to create an intimidating, hostile, or offensive educational environment.

Hate Violence (Ed.Code 48900.3)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5 (Education Code 48900.3). Education Code 233(e) defines “hate violence” as any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person’s civil rights, or damaging a person’s property because of the person’s race, color, religion, ancestry, national origin, disability, gender or sexual orientation (see below).

Hazing/Bullying/Harassment:

Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering is subject to disciplinary action.

Hostile Educational Environment (Ed. Code 48900.4)

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Ed. Code 48900)

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the school campus.
- During, or while going to or coming from, a school sponsored activity.

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from school activities.

Administrative Suspension Procedures

1. An informal conference will be held with the student to allow the opportunity to present his/her version of the incident and evidence in his/her defense; and to advise the student of the reason for disciplinary action.
2. Parents will be given written and telephone notification of suspension within 24 hours.
3. Parents or guardians may respond to the school's request for a conference.
4. Parents will be informed that suspensions are processed by the Superintendent or a designee.
5. A student may not be suspended for more than five (5) consecutive days. Suspensions may be extended if expulsion is pending.
6. Suspended students are allowed to complete and receive credit for all assignments and tests missed during the suspension which can reasonably be provided by the teacher.
7. Suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.

Suspension by Teacher

According to Education Code Section 12401: "Teachers may suspend, for good cause, any pupil from their Classroom school day, and will report the suspension to the principal of the school for appropriate action."

Mandatory Expulsion Recommendation

State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity (Education Code 48915):

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a specified controlled substance.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

Discretionary Expulsion Recommendations

The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, **UNLESS** particular circumstances make expulsion inappropriate (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
6. State law provides for due process and rights to appeal any order of expulsion.

Student Sexual Harassment

The Governing Board prohibits sexual harassment of or by any student by anyone in or from the District. Anyone can be a harasser: same sex harassment, male vs. female; female vs. male, supervisor harassing employee, employee harassing supervisor, teacher or other employee harassing students, student harassing another student, student harassing teacher. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the District Administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting (Education Code 212.5).

For the purpose of further clarification, sexual harassment includes but is not limited to:

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Assault, touching, impeding, or blocking movement.
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

Discipline Matrix

To help support a standard procedure for dealing with inappropriate behavior, a discipline matrix has been developed to ensure fairness to students. For each offense, there are a range of consequences. These may range from time out of class to a conference with a site administrator or designee for a minor infraction to suspension. Mandatory expulsion recommendations are not included.

The Discipline Matrix serves as a conduct guideline for site administrators. When a student should be considered for suspension, the administrator may use his/her discretion to impose alternative consequences that are comparable in magnitude. The number of violations occurring in one (1) year

determines the consequences. If you would like to review the discipline matrix, please contact the office.

State Immunization and Health Requirements

All students must have their immunizations before they can attend school or child care in California. Parents must present their child's Immunization Record to school or child care staff prior to admission as proof of immunization. Parent/Guardian written consent is required prior to the administration of such immunizing agents. C.E.C. 49403(a)

Requirements for School Entry (K-12)

Polio	4 doses, but 3 doses are enough if at least one was given after the 4 th Birthday (Ages 4-6 years)
DTP/DT/Td	4 or more doses , but one more dose is needed if the last dose was given before the 4 th birthday (Ages 4-6 years) TDAP Booster , all 7-12 th grade students as of 7/1/11
MMR	2 doses, must be on after the first birthday
Hepatitis B	3 doses, for Kindergarten and child care entrants starting August 1 st 1997
Varicella	2 doses, for students and child care entrants starting July 1,2019 (Chicken Pox)
Tuberculosis (Mantoux) Skin Test	

Documented results are required at the time of admission for new enrollees.

Administration of Medication

If medication is prescribed by a physician for a child during the school day, it may be done by a nurse, or other designated school personnel, under detailed medical instructions and only administered upon written medical request by the Doctor (Additional forms are required before administration of medication. In addition, parents may request, in writing, that their child be allowed to carry and self-administer prescription auto-injectable epinephrine and/or asthmatic inhalers. A written statement from the student's authorized health care provider is required. (E.C. 49423)

Evaluation of Vision and Hearing:

Grade Level	Evaluations
TK/K	Vision and Hearing
2 nd	Vision and Hearing
5 th	Vision and Hearing
8 th	Vision and Hearing

The evaluation may be waived upon presentation of an appropriate certificate from a physician or optometrist (E.C. 49455).

Uniform Complaint Procedure

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, marital or parental status, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5CCR 4610)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Compliance Officers:

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law:

District Superintendent	Superintendent /Principal Dr. Scott Pickle
	23958 Ave 324
School Address	P.O. Box 44260
	Lemon Cove, CA 93244
Phone Number	(559) 564-2106

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1	Filing of Complaint	Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. (5 CCR 4630)
Step 2	Mediation	Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.
Step 3	Investigation of Complaint	The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
Step 4	Response	Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board
Step 5	Written Decision	The district's decision shall be in writing and sent to the complainant. (5 CCR 4631). If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Civil Law Remedies

Complainants may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. For assistance you may contact: Tulare County Health and Human Services Agency, Phone # 1-559-737-4660 or Central Valley Regional Center, Phone # 1-559-738-2200. If not satisfied with the decision you may also contact: The State of California Department of Fair Employment and Housing, Phone # 1-800-884-1684 or the Federal Equal Employment Opportunity Commission, Phone # 1-800-669-4000.

Use of Pesticides

The Healthy Schools Act of 2000 requires that all California school districts notify parents and guardians of pesticide use at their child's school. Sequoia Union Elementary School uses a professional pest control company and makes every attempt to apply pesticides on Friday afternoons or during major school holiday breaks. The following pesticides are intended to be used at the school site this year:

- Demon Max-Cypermethrin
- Demand CS-Lambda Cyhalothrin
- Termidor-Fipronil
- Cykick-Cyfluthrin
- PT 565-Pyrethrins
- D-Force HPX-Deltamethrin
- Maxforce ant killer bait gel-Fipronil
- MaxForce magnum roach bait gel-Fipronil
- Suspend SC-Deltamethrin
- Pro-Build TC-Cypermethrin

For more information regarding these pesticides and pesticide use reduction is available at the Department of Pesticide Regulation's web site: <http://www.edpr.ca.gov>.

Warning signs are posted at the school site, where pesticides will be applied, at least 72 hours prior to the application and 72 hours after the application. To receive written notification, please submit a request in writing to the school office.

Williams Act Notification

The Governing Board desires to identify and resolve any deficiencies related to:

1. Instructional Materials: There should be sufficient textbooks and instructional materials in usable condition. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home.
2. School Facilities: School facilities must be clean, safe, and maintained in good repair.
3. Teacher Vacancy and Misassignment: There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

To file a complaint regarding the above matters, complaint forms can be obtained at the school office or the county office. Parents may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>. For questions or complaints contact the California Department of Education at (916) 319-0929.

Annual Notification to
Parents/Guardians
2024-2025

Contents

ABSENCES. 4

Excused Absences. 4

Absences for Religious Purposes. 5

ATTENDANCE.. 5

Residency Requirements. 5

Temporary Disability. 7

Students in Active Military Families - Residency Retention and Matriculation. 7

Migratory Children - Residency Retention and Matriculation. 8

Immigration Enforcement - "Know Your Rights". 8

Notice of Alternative Schools. 8

Transfer of Student Convicted of Violent Felony or Misdemeanor. 9

Transfer of Victims of Bullying. 9

COMPLAINTS. 9

Uniform Complaint Procedures. 9

Uniform Complaint Procedures - Specific Complaints. 10

Special Education Program Complaints. 11

Child Nutrition Program Complaints. 11

State Preschool Health and Safety Issues Complaints. 12

Lactation Accommodations for Parenting Students. 12

Pregnant and Parenting Student Rights. 12

Williams Complaint Procedures. 13

Nondiscrimination. 14

Sexual Harassment Policy and Title IX Sexual Harassment Complaint Procedures. 15

DISCIPLINE.. 15

Rules; School Discipline. 15

Required Parental Attendance. 15

FACILITIES AND SAFETY.. 15

Management Plan for Asbestos-Containing Material 15

Use of Pesticide Products. 15

Firearm Safety and Safe Storage of Firearms Information. 15

HEALTH & IMMUNIZATIONS. 16

Administration of Prescribed Medication. 16

Administration of Anti-Seizure Medication. 16

Inhaled Asthma Medication. 17

Physical Examination Exemptions. 17

Medical & Hospital Services Not Provided or Available for Athletic Activities. 17

Medical & Hospital Services for Students. 17

Mental Health Services for Students. 17

Immunizations and Control of Communicable Disease. 18

Cancer Prevention Act/Human Papillomavirus Immunization. 18

Child Nutrition; School Meals. 18

INSTRUCTION.. 19

Minimum and Staff Development Days. 19

Career Counseling and Course Selection. 19

Right to Refrain From the Harmful or Destructive Use of Animals. 19

Special Education. 19

Excuse from Health Instruction Based on Religious and Moral Grounds. 19

Comprehensive Sexual Health Education and HIV/AIDS Prevention. 19

Student Surveys, Tests, and Questionnaires Regarding Beliefs and Practices. 20

California Assessment of Student Performance & Progress (CAASPP) 20

Notification of Potential Failing Grade. 20

Teacher and Paraprofessional Qualifications. 21

California State Preschool Programs. 21

Language Acquisition Programs. 21

Educational Rights of High Mobility High School Students. 22

California College Guidance Initiative Data Sharing. 22

RECORDS. 23

Student Records Policy.	23
Parent Access to Records.	23
Curriculum Review..	24
Student Records Review..	24
Parental Consent to Release Student Information; No Parental Consent to Release Directory Information.	24
Transfer of Student Records.	25
Student Records Complaints.	25
HIGH SCHOOL ONLY..	25
College Admission Requirements/Career Technical Education.	25
State Funds for Advanced Placement Exams.	26
Cal Grant Program / Student Opt-Out	26

ABSENCES

Excused Absences (Ed. Code §§ 46010.1, 48200, 48205, 48980)

Except when attendance is excused, students between the ages of 6 and 18 years are required by law to attend school and parents must compel their students to do so. Students will be excused from school for the following reasons:

- (1) Illness of the student, including an absence for the benefit of the student's mental or behavioral health.
- (2) Quarantine under the direction of a county or city health officer.
- (3) Securing medical, dental, optometric, or chiropractic services.
- (4) Attendance of funeral services or grieving the death of a member of the student's immediate family or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than three days.
- (5) Seeking and assessing victim, grief, or other support services related to the death of an immediate family member or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as such absence is not more than three days.
- (6) Jury duty.
- (7) Illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school staff shall not require a note from a doctor.
- (8) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent and approved by the principal or a designated representative. Attendance at religious retreats cannot exceed one school day per semester.
- (9) Service as a member of a precinct board for an election.

- (10) Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position; such absences will be granted for a period of time to be determined at the discretion of the Superintendent.
- (11) Attendance of the student's naturalization ceremony to become a United States citizen.
- (12) For the purpose of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- (13) Obtaining confidential medical services without parental consent.
- (14) For the purpose of engaging in a civic or political event, provided that the student is in middle school or high school and notifies the school ahead of the absence. A student may be excused for only one schoolday-long absence per school year for this purpose, unless the school administrator permits additional excused absences.

A student may not have their grade reduced or lose academic credit for any excused absence(s) if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Absences for Religious Purposes (Ed. Code § 46014)

With parent written consent, a student may be excused from school to attend religious exercises or classes away from school. Such absences may not exceed four days per month. An excused student must nevertheless maintain his or her attendance at the minimum level of school days required for his or her grade.

ATTENDANCE

Attendance Options (Ed. Code §§ 35160.5, 46600 et seq., 48350 et seq., 48980)

California law requires all school boards to inform parents of all existing statutory attendance options and local attendance options available in the District. Students who attend schools other than those assigned by the District are referred to as "transfer students" throughout this Notice.

Open Enrollment. Whenever a student is attending a District school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he or she may apply to transfer to another school within or outside of the District, if the school to which he or she is transferring has a higher Academic Performance Index. Districts with a school on the Open Enrollment List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the District office. See Appendix for the District's policy on Open Enrollment. Board Policy 5118 and Administrative Regulation 5118.

Interdistrict Transfers. California law allows two or more school districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted or denied. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application. No district is required to provide transportation to a student who transfers into the district. If either district denies a transfer request, a parent may appeal that decision to the county board of education within 30 calendar days from the date of the final denial. There are specified timelines in the law for the county board of education to make a decision. See Appendix for the District's policy on Interdistrict Transfers. Board Policy 5117 and Administrative Regulation 5117.

Residency Requirements (Ed. Code §§ 48200, 48204, 48204.3, 48204.4, 48206.3, 48207, 48208, 48853.5, 48980)

The District desires to admit all students who reside within the District boundaries or who fulfill the District residency requirements through other means as allowed by law. A student shall be deemed to have complied with the District's residency requirements if any of the following are met:

Residency. The student's parent or legal guardian resides within the District's boundaries.

Children of Military Service Members. The student's parent or legal guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. The District must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the District, and for course registration. The parent must provide proof of residency in the District within 10 days after the published arrival date provided on official documentation.

Licensed Children's Institution, Foster Home, or Family Home. The student is placed within the District's boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to court order.

Foster Children. The student is a foster child who remains in his or her school of origin. When a student's foster student status is terminated by the juvenile court during the school year, former foster students in grades K through eighth must be allowed to finish the school year in his or her school of origin. Former foster students in grades ninth through twelfth must be allowed to continue attending their schools of origin through graduation.

Interdistrict Attendance. The student has been admitting through an interdistrict attendance option, such as an interdistrict attendance agreement, or Open Enrollment Act transfer.

Emancipated Minor. The student resides within the District's boundaries and whose parent or legal guardian has been relieved of responsibility, control, and authority through emancipation.

Caregiving Adult. The student lives with a caregiving adult within the District's boundaries and the caregiving adult submits an affidavit to that effect.

State Hospital. The student resides in a state hospital located within the District's boundaries.

Parent's Employment. The student's parent or legal guardian resides outside of the District's boundaries but is employed within the District's boundaries and lives with the student at the place of employment for a minimum of three days during the school week.

Students of Detained or Deported Parents. The student's parent has departed California against his or her will, and the student can provide official documentation evidencing the departure; and the student moved outside of California as a result of his or her parent leaving the state against his or her will, and the student lived in California immediately before moving

outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state. Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind may be required for admission or attendance in these circumstances. This law applies to parents who were: (1) in the custody of a government agency and were transferred to another state; (2) subject to a lawful removal order and who were removed or were permitted to leave California voluntarily before being removed; and (3) subject to any additional circumstances consistent with these purposes, as determined by the District.

The District may deem a student to have met residency requirements for school attendance if at least one parent or legal guardian of the student is physically employed within the boundaries of that district for a minimum of 10 hours during the school week, subject to the right of the district of residence or the district of employment to prohibit the transfer on various grounds provided for in Education Code section 48204(b), paragraphs (2) to (6). The District is not required to admit the student to its school based on the employment of the parent, but it may not refuse to admit the student on the basis of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration. Once a student has been deemed to have residency and is enrolled in the District on this basis, the student does not have to reapply in the next school year to attend a school within the District, and the governing board shall allow the student to attend school through the 12th grade in the District if the parent so chooses and if at least one parent continues to be physically employed in the District.

Temporary Disability (Ed. Code §§ 48206.3, 48207, 48207.3, 48208, 48980)

A student whose temporary disability makes school attendance impossible or inadvisable must receive individual instruction either at home provided by the school district in which the student resides or in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or residential facility is located. “Temporary disability” means a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program to which the student can reasonably be expected to return. “Temporary disability” does not include a disability that would qualify a student as a “student with exceptional needs” under Education Code section 56026.

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, located outside of the district in which the student’s parent resides, complies with the school district’s residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the district in which the hospital is located of the student’s presence in the qualifying hospital, the district has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction will begin within five working days.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in his or her school district of residence, or to receive individual instruction provided by the school district of residence in the student’s home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if he or she is well enough to do so.

When a student receiving individual instruction is well enough to return to school, he or she must be allowed to return to the school that he or she attended immediately before receiving individual instruction was initiated. Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program.

Students in Active Military Families - Residency Retention and Matriculation (Ed. Code §§ 48204.6, 48980)

A student living in the household of an active duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves.

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

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

Migratory Children - Residency Retention and Matriculation (Ed. Code §§ 48204.7, 54441)

A currently migratory child is a child who has moved from one school district to another in order that the child, parent, or immediate family member might secure temporary or seasonal employment in an agricultural or fishing activity.

A currently migratory child must be allowed to continue attending the student's school of origin, regardless of any change of resident during that school year, for the duration of the student's status as a currently migratory child.

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

If the student's status as a currently migratory child ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school.

Immigration Enforcement - "Know Your Rights" (Ed. Code § 234.7)

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights>.

Notice of Alternative Schools (Ed. Code § 58501)

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

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

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

Transfer of Victims of Bullying (**Ed. Code § 46600**)

School districts must approve the request of a bullying victim, as defined, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's interdistrict transfer request if the school district of proposed enrollment approves the transfer.

COMPLAINTS

Uniform Complaint Procedures (**Ed. Code §§ 262.3, 33315; 5 C.C.R. §§ 4610, 4622, 4632**)

The District has established Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees, and the non-compliance of the District's Local Control and Accountability Plan. See Appendix for the District's UCP.

The UCP addresses all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code section 200 and 220, and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the District that is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods Without Educational Content
- Economic Impact Aid

- Education of Students in Foster Care, Students Who Are Homeless, Former Juvenile Court Students Now Enrolled in a School District, and Children of Military Families
- Every Student Succeeds/No Child Left Behind
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School Safety Plans
- State Preschool Health and Safety Issues
- Tobacco-Use Prevention Education
- Discrimination related to the refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.

The Superintendent/Principal Dr. Scott Pickle shall receive and investigate complaints submitted under the District's UCP and ensure District compliance with the law. For more information concerning the filing of uniform complaints, copies of the Board Policies and Administrative Regulations pertaining to the District's UCP are available free of charge upon request at the school office.

Except for complaints submitted under the District's Williams Complaint Procedures, a complainant may appeal a decision made under the District's UCP to the California Department of Education by filing a written appeal within 30 days of receiving the decision. The appeal must be accompanied by a copy of the complaint filed with the District and a copy of the District's decision.

A complainant may pursue available civil law remedies outside of the District's UCP. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Uniform Complaint Procedures - Specific Complaints (Ed. Code §§ 48853, 48853.5, 49010, 49011, 49013, 49069.5, 51225.2, 52075; 5 C.C.R. § 4630)

Complaints alleging non-compliance with specific state laws identified below may be submitted under the District's UCP. If a complainant is not satisfied with the District's decision, the complainant may appeal to the California Department of Education and will receive a written decision within 60 days.

Pupil Fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following: (1) a fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (2) a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment; and (3) a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A complaint alleging the imposition of pupil fees for participation in educational activities may be filed with the school's principal under the UCP not later than one year from the date the alleged violation occurred. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Local Control Accountability Plan. School districts, charter schools and county offices of education are required to adopt and annually update their Local Control Accountability Plans ("LCAPs"). A complaint alleging noncompliance with the LCAP may be filed under the District's UCP and may be filed anonymously. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, Students Living in Active Duty Military Households, and Migratory and Newly Arrived Immigrant Students Participating in a "Newcomer Program." State law outlines the rights afforded to students in foster care, who are homeless, who are former juvenile court school students, students living in the household of a parent who is an active duty member of the military, and migratory and newly arrived immigrant students participating in a "Newcomer Program," which is a program designed to meet the academic and transitional needs of newly arrived immigrant students including, but not limited to, rights regarding a student's school of origin, enrollment, credits, graduation, college, discipline, records, and/or certain non-educational rights. A notice summarizing the rights of foster youth is available online through the California Department of Education at <http://www.cde.ca.gov/ls/pf/fy/documents/fosteryouthrights.pdf>.

Special Education Program Complaints (5 C.C.R. §§ 3200-3205)

Complaints regarding special education programs are no longer covered by the District's Uniform Complaint Procedures. Please refer to the Notice of Procedural Safeguards, Special Education Rights or Parents and Children under the IDEA and the California Education Code, which is available from your child's school or may be accessed here: <https://www.cde.ca.gov/sp/se/qa/pssummary.asp>, for more information about filing a complaint. Complaints alleging that a student was discriminated against due to his or her disability still fall under the Uniform Complaint Procedures.

Child Nutrition Program Complaints (5 C.C.R. §§ 15580-15584)

Complaints related to Child Nutrition Programs established pursuant to the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, Special Milk Program, School Breakfast Program, and Food Distribution Program are no longer processed through the LEA's Uniform Complaint Procedures. Instead, complaints must be processed through the existing procedures outlined in the federal regulations and the new, related state regulations, California Code of Regulations, title 5, sections 15580-15584. A complaint must be submitted within one year of the date of the alleged violation, and may be filed by phone, e-mail, or letter. Please see California Code of Regulations, title 5, sections 15580-15584 for more information.

Complaints regarding state preschool health and safety issues in LEAs exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the LEA's Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously.

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school must provide reasonable accommodations to a lactating student on a school campus to express milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child.

A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this provision may be filed under the District's Uniform Complaint Procedures. Complainants not satisfied with the District's decision may appeal the decision to the California Department of Education and receive a written decision within 60 days. If the District finds merit in a complaint, or if the Superintendent finds merit in an appeal, the District will provide a remedy to the affected student.

Pregnant and Parenting Student Rights (Ed. Code §§ 221.51, 46015)

The District cannot apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The District cannot exclude or deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.

Pregnant or parenting students cannot be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

The District must treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. A pregnant or parenting student who does not wish to take all or part of the parental leave to which he or she is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.

When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. During parental leave, the District shall not require a pregnant or parenting student to complete academic work or other school requirements.

A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the District. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

A student shall not incur an academic penalty as a result of his or her use of these accommodations. A complaint of noncompliance with these requirements by be filed with the District under its UCP.

Williams Complaint Procedures (Ed. Code § 35186; 5 C.C.R. §§ 4680, 4681)

The District's Williams Complaint Procedures address the sufficiency of instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancies or misassignments. See Appendix for the District's Williams Complaint Procedures. The school principal, or the designee of the Superintendent, shall make all reasonable efforts to investigate complaints submitted under the District's Williams Complaint Procedures.

Nondiscrimination (Ed. Code § 200, 220, 234.1, 48985; 20 U.S.C. §§ 1681-1688, 6311-6312; 29 U.S.C. § 794; 42 U.S.C. §§ 2000d-d7, 12101-12213; 28 C.F.R. § 35.106; 34 C.F.R. §§ 104.8, 106.8, 106.9)

State and/or federal law prohibit discrimination in the basis of race, color, national origin, or sex in federally financed education programs or activities. District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying, based on any of the following actual or perceived characteristics:

- Age
- Ancestry
- Color
- Ethnicity
- Ethnic group identification
- Gender, including a person's gender identity and gender expression, which is a person's gender-related appearance and behavior whether or not stereotypically associated with a person's assigned sex at birth
- Genetic information
- Immigration status
- Lack of English skills
- Marital, family, or parental status
- Nationality or national origin
- Physical or mental disability
- Race
- Religion or religious creed, including agnosticism, atheism, and all aspects of religious belief, observance, and practice
- Sex, including discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from pregnancy or childbirth-related conditions, or denial of lactation accommodations for lactating students
- Sexual orientation, including heterosexuality, homosexuality, and bisexuality

Harassment, intimidation, or bullying based upon a person's association with a person or group with one or more of these actual or perceived characteristics is also prohibited. The District's policy of nondiscrimination applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District. Any questions or concerns about noncompliance can be directed to Superintendent/Principal Dr. Scott Pickle 559-564-2106. See Appendix for the District's policy on Nondiscrimination/Harassment. Board Policy 5145.3

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against qualified disabilities individuals in federally financed education programs or activities. The District does not discriminate in admission or access to its programs or activities. In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, please contact the District's Superintendent/Principal Dr. Scott Pickle 559-564-2106

Sexual Harassment Policy and Title IX Sexual Harassment Complaint Procedures (**Ed. Code § 231.5, 48980; 5 C.C.R. § 4917**)

See Appendix for the District's policy on sexual harassment and Title IX Sexual Harassment Complaint Procedures. Board Policy 4119.11

DISCIPLINE

Rules; School Discipline (**Ed. Code §§ 35291, 48980**)

The District's Governing Board has adopted rules and regulations pertaining to student discipline, including Board Policy **Board Policy 5144, 5144.1, 5144.2 and Administrative Regulations 5144 and 5144.2**. Parents may request a copy of such rules and regulations.

Required Parental Attendance (**Ed. Code §§ 48900.1, 48914**)

Parents may be required to attend their student's class if he or she is suspended for unruly or disruptive conduct.

FACILITIES AND SAFETY

Management Plan for Asbestos-Containing Material (40 C.F.R. §§ 763.84, 763.93)

The District has, available upon request, a complete and updated management plan for asbestos-containing material.

Use of Pesticide Products (Ed. Code §§ 48980.3, 17611.5, 17612)

All schools are required to provide parents with annual notice of expected pesticide use at schools. See Appendix for a List of Pesticide Products, including name of each pesticide product, active ingredient(s) and the Internet address for further information. Remuda (41% glyphosate) and Spectacide. Please contact Jerry Line at the District Office at 559-564-2106 if you wish to receive written notification at least 72 hours prior to the application of an individual pesticide at your school. Each school will maintain a list of parents who want to be notified before individual pesticide applications are made. Prior to the application of any pesticide, the District will post a warning sign at the area to be treated at least 24 hours prior to the pesticide application and such sign will remain posted for at least 72 hours after the application. In the event of an emergency condition, advance notification and prior sign posting may not be feasible, but a warning sign will be posted immediately upon application of the pesticide.

For additional information regarding pesticides and pesticide use, please visit the Department of Pesticide Regulation's website at www.cdpr.ca.gov. Parents may view a copy of the school's integrated pest management plan at the school site office.

Firearm Safety and Safe Storage of Firearms Information (Ed. Code §§ 48986, 49391, 49392)

Beginning with the 2023-2024 school year, school districts are required to include information in their Annual Notices related to the safe storage of firearms and California's child access prevention laws, which establish liability for parents and guardians who should have known that their child could gain access to a firearm at home. The information included in the Annual Notice must be informed by model content developed by the California Department of Education (CDE). Please see the attachment for this notice.

HEALTH & IMMUNIZATIONS

Administration of Prescribed Medication (Ed. Code §§ 48980, 49423, 49480)

Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant, may be assisted by the school nurse or other designated school personnel if the District receives the following: (1) a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) a written statement from the student's parent, indicating the desire that the District assist the student in the matters set forth in the statement of the physician and surgeon or physician assistant. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant, may carry and self-administer prescription auto-injectable epinephrine if the District receives the following: (1) a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and (2) parent written consent to the self-administration, a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and an agreement to release the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. Students may be subject to disciplinary action pursuant to Education Code section 48900 for using auto-injectable epinephrine in a manner other than as prescribed.

Parents of any student on continuing medication for a non-episodic condition must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage and the name of the supervising physician. With parent consent, the school nurse may communicate with the student's physician and may counsel school personnel regarding the possible effects of the drug, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Administration of Anti-Seizure Medication (Ed. Code §§ 49468.2, 49468.3)

Parents of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a school nurse is not available. Upon receipt of the parent's request, the District must notify the parent that their child may qualify for an individualized education program or Section 504 plan. Before an emergency anti-seizure medication or therapy treatment may be administered, the parent must provide a seizure action plan to the District.

Inhaled Asthma Medication (Ed. Code § 49423.1)

Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by the school nurse or other designated personnel if the District receives the following: (1) a written statement from the physician or surgeon detailing the medication name, method, amount, and time schedules by which the medication is to be taken, and (2) a written statement from the student's parent requesting that the District assist the student in the administration of medication set forth in the physician or surgeon's written statement. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

Any student who is required to take, during the regular school day, medication prescribed for her or her by a physician or surgeon, may carry and self-administer inhaled asthma medication if the District receives the following: (1) a physician or surgeon's written statement confirming that the child is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration, and (2) parent written consent to the self-administration, a release for the school nurse or other designated school personnel allowing them to consult with the student's physician, and an agreement to release the District and school personnel from civil liability in the event of an adverse reaction as a result of self-administering medication. These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. Students may be subject to disciplinary action pursuant to Education Code section 48900 for using inhaled asthma medication in a non-prescribed manner.

Physical Examination Exemptions (Ed. Code §§ 48980, 49451)

Parents may exempt their student from physical examinations at school by annually filing a written statement with the school principal refusing such an exam. However, when there is a good reason to believe that a student exempted from physical examination is suffering from a recognized contagious or infectious disease, he or she will be sent home and will not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist.

Medical & Hospital Services Not Provided or Available for Athletic Activities (Ed. Code § 49471)

The District does not provide or make available medical and hospital services for students who are injured while participating in athletic activities.

Medical & Hospital Services for Students (Ed. Code § 49472)

The District does provide or make available medical and/or hospital services for students injured on school grounds, or while being transported to or from any school activity or event. The service shall be provided only with the consent of the parent, or the student if he or she is not a minor. Please contact the school or District office regarding such medical service.

Mental Health Services for Students (Ed. Code § 49428)

Student mental health services are available through the Student mental health services are available through the district by contacting: Deanne Barton at 559-730-2969.

Immunizations and Control of Communicable Disease (Ed. Code §§ 49403, 48216, 48980; H. & S. Code §§ 120335, 120370, 120372)

The District cooperates with the local health officer in the control and prevention of communicable diseases in school-age children. If a parent consents in writing, the District may permit any person licensed as a physician and surgeon, or a health care practitioner (including a physician assistant, nurse practitioner, registered nurse, licensed vocational nurse, or nursing student who is acting under the supervision of a registered nurse as provided by law) who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to his/her student.

Students must be immunized against certain diseases before being admitted to school, unless exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016 are exempt from the immunizations requirement until they complete the “grade span” they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students entering the District for the first time or advancing to 7th grade after January 1, 2016 are no longer exempt from immunizations based on their religious or personal beliefs. Students who had a medical exemption issued before January 1, 2021 will be allowed continued enrollment until they enroll in the next grade span. The District must exclude from school any student who does not supply evidence of inoculation (for any of the diseases listed in Health & Safety Code section 120335), and will notify the parent that he/she has two weeks to supply evidence that the student is immunized.

Students who have a medical exemption issued before December 31, 2020 will be allowed continued enrollment until they enroll in the next grade span. As of January 1, 2021, the District will only accept medical exemptions that are submitted on the California Department of Public Health’s standardized, statewide medical exemption certification form.

Cancer Prevention Act/Human Papillomavirus Immunization (Ed. Code § 48980.4; H. & S. Code § 120336)

HPV, or human papillomavirus, is a common virus that can cause cancers later in life. California law requires that students be advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full HPV immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Per the CDC, children ages 11-12 years should get two doses of HPV vaccine, given 6 to 12 months apart. HPV vaccines can be given starting at age 9. Children who get the first dose before their 15th birthday only need two doses. Teens who get the first dose on or after their 15th birthday need three doses. The HPV vaccine series is most effective when given before a person is exposed to the virus. More information may be found on the CDC’s webpage: <https://www.cdc.gov/hpv/parents/vaccine-for-hpv.html>. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Child Nutrition; School Meals (Ed. Code §§ 49510-49520, 48980)

Parents may apply for participation in the Free and Reduced Lunch Program offered by the District to provide nutritious meals to students whose parents qualify, based on annual household income. Information and applications are available through the school office.

INSTRUCTION

Minimum and Staff Development Days (Ed. Code § 48980)

See Appendix for the District’s pupil-free staff development day and minimum day schedule. A student’s parent will be notified during the school year of any additional minimum days or pupil-free staff development days no later than one month before the actual date.

Career Counseling and Course Selection (Ed. Code § 221.5)

Counselors, teachers, instructors, administrators, and aides may not, on the basis of a student’s sex, offer vocational or school program guidance to the student that is different from that offered to a student of the opposite sex in counseling, nor may a counselor differentiate career, vocational, or higher education opportunities on the basis of the sex of the student counseled. Any District personnel acting in a career counseling or course selection capacity shall affirmatively explore with the student the possibility of careers or courses leading to careers that are nontraditional for that student’s sex.

Right to Refrain From the Harmful or Destructive Use of Animals (Ed. Code § 32255 et seq.)

Any student with a moral objection to dissecting, harming, or destroying animals shall notify his/her teacher regarding this objection. An alternative education project may be arranged if the teacher believes the alternative education project can provide the course of study in question. The alternative requires a comparable amount of time and effort, but must not be more arduous than the original project. The District requires a signed note from a parent indicating their child’s objection.

Special Education (Ed. Code § 56000 et seq.; 20 U.S.C. § 1412; 35 C.F.R. § 300.111)

Students with exceptional needs have a right to a free appropriate public education in the least restrictive environment. The District wants to locate, identify, and assess all children with disabilities whether homeless, wards of the state or enrolled in public or private schools. Parents should inform school officials if they have reason to believe their child has a disability requiring special services or accommodations. The child will be evaluated to determine whether he/she is eligible for free special instruction or services.

Excuse from Health Instruction Based on Religious and Moral Grounds (**Ed. Code § 51240**)

Upon written request of a parent, a student shall be excused from any part of health instruction that conflicts with his/her religious training and beliefs (including personal moral convictions).

Comprehensive Sexual Health Education and HIV/AIDS Prevention (**Ed. Code §§ 51938, 51939, 48980**)

A parent has the right to excuse his or her child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education, as follows:

A parent may request in writing that his/her student be excused from participating in HIV/AIDS prevention or comprehensive sexual health education. Students so excused by their parent shall be given an alternative educational activity.

Parents may inspect the written and audio visual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have a right to request that the District provide them a copy of Education Code sections 51930-51939.

Every student's parent will be notified prior to the commencement of any comprehensive sexual health education and HIV/AIDS prevention education instruction as to the date of such instruction and whether the instruction will be taught by District personnel or by outside consultants. If outside consultants are used, the name of the organization of each guest speaker will be identified. Parents have a right to request that the District provide them a copy of Education Code sections 51933, 51934, and 51938.

Anonymous, voluntary and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex may be administered to pupils in grades 7-12. Parents will be notified in writing and given the opportunity to review such tests, questionnaires and surveys and be informed that in order to excuse their student, they must state their request in writing. If a school receives a written request from a parent excusing a student from this activity, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student.

Student Surveys, Tests, and Questionnaires Regarding Beliefs and Practices (**Ed. Code §§ 51513, 60614; 20 U.S.C. § 1232h**)

No test, questionnaire, survey, or examination which has questions about a student's or his/her parents' beliefs and practices in sex, family life, morality, religion, political affiliations or beliefs, illegal, anti-social, self-incriminating, or demeaning behavior, mental or psychological problems, legally recognized privileged relationships (such as lawyer, physician, or minister), critical appraisals of individuals with whom you have close family relationships, or income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) shall be administered without prior notification and written permission of the parent. Parents may inspect all instructional materials, including teacher's manuals, films, tapes or other supplementary material to be used in connection with any survey, analysis or evaluation.

California Assessment of Student Performance & Progress (CAASPP) (**Ed. Code §§ 60604, 60615, 60640; 5 C.C.R. § 852.**)

Each year, parents will be notified regarding their student's participation in the CAASPP assessment system. Parents wanting to excuse their students from any or all parts of the CAASPP must submit a written request. Such written requests must be submitted to the school on an annual basis.

Notification of Potential Failing Grade (**Ed. Code §§ 49063, 49067**)

Parents will be notified when a teacher has determined that your student is in danger of failing a course.

Teacher and Paraprofessional Qualifications (20 U.S.C. § 6312) Upon request, parents have a right to request information regarding the professional qualifications of the classroom teachers who instruct their student. Federal law allows parents to request the following information: (1) If the student's teacher has met the state credential or license criteria for grade level and subject matter taught; (2) If the student's teacher is teaching under an emergency or other provisional status because of special circumstances; (3) If the teacher is teaching in the field of discipline of the certification of the teacher; and (4) If the student is receiving services from paraprofessional and, if so, their qualifications.

California State Preschool Programs (**5 C.C.R. § 4691**)

The following California State preschool programs are operating as exempt from state licensing. The following California State preschool programs are operating pursuant to state licensing requirements

Language Acquisition Programs (**Ed. Code § 310; 5 C.C.R. § 11310**)

The District offers the following language acquisition program(s) for English learners:

Any language acquisition program provided by the District shall be designed using evidence-based research and include both Designated and Integrated English Language Development, and be allocated sufficient resources by the District to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals. Any language acquisition program provided by the District shall also, within a reasonable period of time, lead to grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

Parents or legal guardians may choose a language acquisition program that best suits their child. When the parents or guardians of 30 or more students in a school, or 20 or more students in any grade level at a school, request a language acquisition program, the school must offer the language acquisition program to the extent possible once various requirements are met, such as the program having been established with parental, school employee, and community input.

When the parents or guardians of 30 or more students in a school, or 20 or more students in any grade level at a school, request the same or a substantially similar type of language acquisition program, the District shall respond by taking actions to comply with the timelines and requirements of 5 CCR 13111(h). Within 10 school days, the District will notify the parents of pupils attending the school, the school's teachers, administrators, and the District's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program. The District will identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals. Within 60 calendar days, the District will determine whether it is possible to implement the requested language acquisition program and provide notice, in writing, to parents and guardians attending the school, the school's teachers, and administrators, of its determination. In the case of an affirmative decision to implement a language acquisition program at the school, the District will create and publish a reasonable timeline of actions necessary to implement the language acquisition program. In the case where the District determines it is not possible to implement a language acquisition program requested by parents, the District shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

Educational Rights of High Mobility High School Students (Ed. Code §§ 49069.5, 51225.1, 51225.2)

"High mobility" high school students, which include students who are in foster care, homeless, recent immigrants, migrant students, former juvenile court school pupils, or from military families, have the following rights when transferring to a new school after completion of their second year of high school:

- (1) Have the option to be exempted from all coursework and other requirements that are more than statewide course requirements for graduation, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate by the end of the fourth year of high school.
- (2) Have the option of attending a fifth year of high school in order to complete statewide graduation course requirements.
- (3) To consult with District staff and the student's educational rights holder regarding other options available to the student, including a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges. Such consultation must also include a discussion of how remaining for a fifth year of high school or accepting an exemption from the local graduation coursework requirements may potentially impact the student's vocational plans or ability to gain admission to college, and also take into consideration the student's academic record and any other information relevant to making an informed decision.
- (4) Foster youth and homeless students have the right to consult with District staff and their educational rights holder regarding the option to remain in their school of origin.
- (5) Have their official transcript, reflecting the correct full and partial credits earned, sent to their new school within two business days. For foster youth, their official transcript must include a determination of the days of enrollment or seat time, or both if applicable, to ensure that transferring foster youth get full credit for coursework completed at their prior school.
- (6) Have their new school accept and issue the credits forwarded by the transferring school to prevent the student from unnecessarily retaking a course.

- (7) If exempted from local graduation requirements, and upon completion of statewide coursework requirements before the end of the fourth year of high school, the District may not require or request that the student graduate before the end of the student's fourth year of high school.

California College Guidance Initiative Data Sharing (Ed. Code § 60900.5(d))

The California College Guidance Initiative (CCGI) works with California school districts to make applying for college and student financial aid a more streamlined experience for students. The CCGI currently receives enrollment data for all public school students in grades 6-12 from the California Department of Education. For more information about the CCGI, visit their website at <https://www.californiacolleges.edu/#/>.

RECORDS

Student Records Policy (Ed. Code §§ 49063, 49064; 5 C.C.R. § 432)

The District maintains mandatory permanent (kept indefinitely) and interim (may be destroyed after a stipulated length of time) student records. Mandatory permanent student records include the student's legal name; date of birth; method of verification of birth date; sex of student; name and address of parent of minor student; entering and leaving date of each school year and for any summer session or other extra session; subjects taken during each year, half-year, summer session, or quarter; if marks or credit are given, the mark or number of credits toward graduation allows for work taken; verification of or exemption from required immunizations; and date of high school graduation or equivalent. Mandatory interim student records include a log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record; health information, including Child Health Developmental Disabilities Prevention Program verification or waiver; participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge; language training records; progress slips and/or notices; parental restrictions regarding access to directory information or related stipulations; parent or adult student rejoinders to challenged records and to disciplinary action; parental authorizations or prohibitions of student participation in specific programs; and results of standardized tests administered within the preceding three years. In addition, permitted student records (may be destroyed when no longer useful) are kept. Permitted student records include objective counselor and/or teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavioral patterns, all disciplinary notices, and attendance records. The following position is responsible for maintaining all student records:

Office Clerk III Tanya Rader 559-303-9638 and Admin Assistant Gladys Ramirez 559-564-2106

An access log or record of who has requested or received information from a student's records is kept at The district office. The Education Code and the District's Administrative Regulation Administrative Regulation 5125 set forth the criteria under which school officials and employees may access, change, or delete information in a student's records

Parent Access to Records (Ed. Code §§ 49063, 49065, 49069, 49070, 56504; 34 C.F.R. § 99.7)

Parents of currently enrolled or former students have an absolute right of access to any and all student records related to their children that are maintained by the District. Parents have the right to inspect and review their children's student records during regular school hours within five business days of a request. The District may charge parents a reasonable fee not to exceed the actual copying cost for reproducing copies of student records.

Parents may challenge the content of a student record if there is an inaccuracy, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, a comment not based on the personal observation of a named person with the time and place of the observation noted, or if the student record includes misleading information or violates the student's privacy or other rights. The Superintendent or designee will meet with the parent and the certificated employee who recorded the information in question, if any, and presently employed by the District, within 30 days. The Superintendent will determine whether to sustain or deny the allegations. If the challenge is sustained, the changes will be made. If the challenge is denied, the parent may appeal the decision in writing to the District's governing board within 30 days of the refusal. The District's governing board will determine whether to sustain or deny the allegations within 30 days of receipt of an appeal. The decision of the District's governing board is final. The Superintendent and the District's governing board cannot order a student's grade to be changed unless the teacher who determined the grade is given an opportunity to state the reasons for which the grade was given and is included in all discussions relating to changing the grade.

Curriculum Review (Ed. Code §§ 49063, 49091.14)

A prospectus of curriculum, including titles, descriptions, and instructions aims of every course offered, is available at the school site for parent review upon request. Copies are available for a reasonable fee not to exceed the actual copying cost.

Student Records Review (Ed. Code §§ 49063, 49064, 49076; 34 C.F.R. §§ 99.7, 99.31)

The District may share student records with school officials and employees who have a legitimate educational interest. "School officials and employees" and "legitimate educational interest" are defined in the attached Administrative Regulation Administrative Regulation 5125

Parental Consent to Release Student Information; No Parental Consent to Release Directory Information (Ed. Code §§ 49061(c), 49063, 49073, 49076, 49077; 10 U.S.C. § 503; 20 U.S.C. §§ 1232g, 7908; 34 C.F.R. § 99.37)

Federal and state law require that the District obtain parent written consent prior to the disclosure of personally identifiable information contained in a student's records, except to the extent disclosure without consent is permitted by law (e.g. subpoena or court order). However, the District may disclose directory information without parental consent to certain entities. Directory information released The Board of Trustees recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent/Principal or designee shall ensure that the district's administrative regulation and procedures for maintaining the confidentiality of student records are consistent with state and federal law. The Superintendent/Principal or designee shall establish regulations governing the identification, description, and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect, and copy student records and shall protect the student and his/her family from invasion of privacy. Upon request by a military recruiter or an institution of higher education, the District must give the requester the names, addresses, and telephone numbers of its secondary students.. Upon request by a military recruiter or an institution of higher education, the District must give the requester the names, addresses, and telephone numbers of its secondary students.

If you do not want the District to disclose directory information from your student's education records without your prior written consent, you must notify the District in writing using the attached Directory Information Opt-Out Form.

The District will not release directory information pertaining to a homeless student, unless a parent or student accorded parental rights has provided written consent that the directory information may be released.

Transfer of Student Records (Ed. Code § 49068; 34 C.F.R. §§ 99.7, 99.34)

The District will forward student records, including transcripts, immunization records, and, when applicable, suspension notices, expulsion records, and individualized education programs, to other school districts that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student Records Complaints (Ed. Code § 49063; 20 U.S.C. § 1232g; 34 C.F.R. §§ 99.7, 99.63)

Parents have the right to file a complaint with the U.S. Department of Education concerning an alleged failure by the District to comply with the requirements of the General Education Provisions Act or FERPA. The name and address of the office that administers FERPA are:

Student Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

College Admission Requirements/Career Technical Education (Ed. Code §§ 51229, 66204)

University of California:

The University of California (UC) has three paths to eligibility for graduating high school seniors who plan to attend:

- (1) Eligibility by Examination Alone – Students must achieve specified high scores on their college admissions tests.
- (2) Eligibility in the Local Context (ELC) – Students must rank in the top four percent of their graduating class at a participating California high school.

(3) Eligibility in the Statewide Context – Students must complete specific coursework and college admissions tests and earn the required GPA and test scores.

The following website links provide more information regarding UC admission requirements:

<http://admission.universityofcalifornia.edu/>

<http://admission.universityofcalifornia.edu/freshman/requirements/>

California State University:

The California State University (CSU) system has A-G standards that must be met in each of the following areas:

- (1) Specific high school courses
- (2) Grades in specified courses and test scores
- (3) Graduation from high school

The following website link provides more information regarding the CSU admission requirements:

<http://calstate.edu/apply>

Career Technical Education:

Career Technical Education is a program of study that involved 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.

The following website link provides more information regarding Career Technical Education:

<https://www.cde.ca.gov/ci/ct/>

Guidance Counseling: Students may meet with guidance counselors at their school to discuss college admissions requirements and/or to enroll in career technical education courses.

State Funds for Advanced Placement Exams (Ed. Code §§ 48980)

The District may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged students pursuant to Education Code section 52242.

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Rev. 6/27/2024

APPENDIX

Attachments:

1. Sexual Harassment Policy

2. Nondiscrimination/Harassment Policy

Form to Request a Change of Attendance and Options Form to Request a Change of Attendance and Options Board Policies 5111, 5111.1, 5116.1, 5118.]

3. Uniform Complaint Procedures

Williams Complaint Procedures Administrative Regulation 1312.4

4. List of Pesticide Products

5. Calendar listing minimum or pupil free days and all school activities planned.

6. Type 2 Diabetes Information Sheet – **6th grade only** “Open Campus During Lunch” notice

7. Form for parent to sign and return, verifying receipt of the notification.

8. All In – Health Care for All Families Fact Sheet

9. Directory Information Opt-Out Form