

*Happy Valley
Elementary School
Parent/Student Handbook 2025-2026*



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*School Hours: 8:00-2:30
Minimum Day Hours: 8:00-1:30
Office Hours: 7:15-3:30*

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Dear Happy Valley Community,

The mission of the Happy Valley Union Elementary School District is to provide a school community that works together to support increased academic success, social emotional learning and a safe school environment for all students. Simply put: “Our community is committed to success for every child, every day.”

I am honored to join the Happy Valley community and I am excited to help our dedicated team accomplish this mission. I believe that *academic* success as a child leads to *work* success as an adult. That work could be paid or unpaid, in the office or in the home—but meaningful work fills life with purpose and joy.

I also believe that social emotional learning is extremely important but often misunderstood. When I think of social emotional learning, I really think of two important aspects of growth and learning: 1.) Developing strong character as an individual and... 2.) Developing the skills to build strong relationships and communicate and work effectively with others. I believe that students who develop strong character and the ability to form positive, productive relationships will enjoy happier lives and they will make a positive impact on the individuals, families, organizations and communities they are part of.

Part of our success is defined by our high expectations for ourselves and our students. This handbook is designed to communicate clear expectations to our students and families. If there is ever a need to clarify these expectations, please reach out to us. We are here to answer questions or address your concerns. It is always our goal to have open communication with our students and families. We appreciate the input of all school community members and we will always make time to visit about concerns and try to answer questions. One of the most important things families and students can do is speak up about concerns. Together we will strengthen our school and community.

When our school community must operate under challenging conditions or emergency circumstances, we will always:

1. Prepare a comprehensive plan for safe practices/emergency conditions and our response to the situation.
2. Communicate as early as possible and with the clearest information available

We appreciate your support as we address the unique needs of our students throughout the school year. Thank you for all you do as parents/guardians of our students. We are honored to work with you to provide the best possible education to our students.

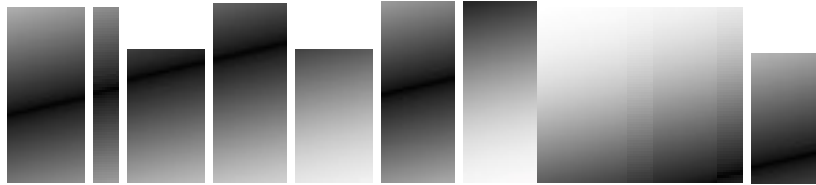
Best Regards,

Mr. Chris Nelson,
Happy Valley Elementary Principal

HAPPY VALLEY

STUDENT EXPECTATIONS

1. Respect yourself and others
2. Follow Directions
3. Attend school every day
4. Give your best effort to improve every day
5. Seek help if you are having challenges personally, socially or academically



We are the Vikings.

We show respect in all that we do.

**We are safe and responsible
each and every day.**

This pledge is recited at school on a regular basis.

Adults in the community can review these promises with students. We constantly look for ways to help our students build character, learn from challenges and practice these expectations.



ASSEMBLIES

1. Move quickly and quietly to the gym and sit in your assigned area
2. Demonstrate the character of HV students by behaving appropriately
3. Make sure that you remain quiet when anyone is speaking
4. Respond appropriately when asked to give a response
5. Remain seated until dismissed by the principal
6. Follow dismissal procedures

ASSIGNMENTS

1. Assignments are due on the date specified by the teacher. Students are expected to utilize the planner page provided by their homeroom teacher to keep track of important deadlines and events.
2. Students have the sole responsibility for getting and making up missed assignments
3. Each grade level has devised criteria to address missing assignments and late work
4. Parents/guardians are expected to gain access to Aeries to check student assignments and grades. Teachers can email missing assignment lists to parents upon request
5. Assignments will be kept orderly in a 3-ring binder or as requested by the teacher

ATHLETICS

1. All students will have equal opportunity to participate in HVUSD athletic programs
2. Athletes must establish their eligibility under the following guidelines: Eligibility will be determined by progress report grades (a minimum 2.0 GPA with no F's). Participants must attend school on the Friday prior to a tournament
3. All student athletes must exhibit exemplary behavior on and off the field in order to represent our school properly. Students are expected to exhibit the highest levels of sportsmanship during competition and have received no major disciplinary actions to remain eligible.
4. Student athletes must attend school for at least a half day in order to participate in that day's game.
5. Ineligible athletes have 2 weeks to make satisfactory progress prior to being removed from the team.
6. Eligibility to participate in student activities is a privilege and not an inherent right.
7. All coaches will review the athletic policy with student athletes before the season begins 8. Students may be removed from a team at any time if the principal determines they are not representing the school in a proper manner.
8. Students may be removed from a team at any time if the principal determines they are not representing the school in a proper manner (such as receiving a school suspension, or 3+ behavior incident reports in SWIS per season).
9. Coaches will provide a list of team rules to players prior to the beginning of each sport's season. Team rules will be approved annually by a committee comprised of coaches, administrators, and the athletic director.
10. Athletes shall not be checked out early for away games, unless given special permission by the principal/ athletic director.



ATHLETICS (cont.)—ATTENDING GAMES

Happy Valley students not participating in the sport are encouraged to attend games. Attendance means they are there to watch the games and are expected to follow school behavior guidelines. They are not permitted to leave campus, walk in and out of the gym or around campus or play/rough house in the foyer or snack bar area. Students waiting to attend games must be under the supervision of a parent and are not to leave campus (for instance Bonney Burgers). Students

who are under the supervision of their parents are expected to remain in the gymnasium or near the fields of play. Students who are dropped off to attend a sporting event may not leave campus until they are picked up by their parents, and are to follow all above guidelines.

ATTENDANCE

Happy Valley Union School District believes it is imperative that children attend school on a regular and ongoing basis. The learning process is a continuous act that requires student participation. When attendance is poor, learning is adversely affected. The Happy Valley Union School District Attendance Policy is established to encourage maximum student participation while allowing for the realities of everyday life. HVUESD has implemented a Student Attendance Review Team (SART) model. The priority of this team is to work with families to ensure students attend school a minimum of 90% of the school year.

If your child is too ill to attend school or you have a family emergency, parents should keep their children home from school; however, appointments and vacations should be scheduled on non-school days or during after-school hours. Parents should make every effort to have their children at school each day ensuring their personal success as well as ensuring maximum funding from the state of California. The California Department of Education considers attendance below 90% (excused and unexcused) as chronic absenteeism. Students with attendance below 90% for any reason (excused or unexcused) will be monitored through the Student Attendance Review Team (SART) process in conjunction with the Community School Coordinator.

Excused Absences – EC § 48205

Valid reasons for excused absences include:

- Personal illness or injury
- Quarantine by a health officer
- Medical, dental, optometric, or chiropractic appointments
- Attendance at funeral services for an immediate family member
- Jury duty
- Justifiable personal reasons approved by the school
- Participation in religious exercises or instruction

Unexcused absences:

- Unexcused absences are considered Truancy
- All absences for a cause not specifically listed above

Truancy – EC § 48260

A student is considered truant if they are absent without a valid excuse for:

- Three full days in one school year
- More than 30 minutes on three occasions in one school year
- Any combination of the above

Habitual and Chronic Truancy – EC §§ 48262 & 48263.6

- Habitual Truant: A student reported as truant three or more times in a school year, after attempts to meet with the student and parent, is deemed a habitual truant.
- Chronic Truant: A student absent without a valid excuse for 10% or more of the school days in a school year.

Attendance letters will be sent home to those students who have excessive tardiness and/or absences (excused or not excused). A Student Attendance Review Team (SART) meeting will be requested by the principal for parents to attend. If attendance patterns do not improve after the SART meeting, the school will refer students to the School Attendance Review Board (SARB). At this time, SARB explores the available ways of improving school attendance by reviewing all the efforts made by the school. After thoroughly reviewing the situation, the SARB will make recommendations to help with the child's school attendance problems.

Tardiness:

When a student is not with their teacher at 8:05 A.M. in the morning they are tardy. Parents will need to walk their student to the Front Office when tardy to check them in and your student will need to receive a pass so their teacher knows they have checked in.

Steps to follow when absent:

1. Students who need to leave school at any time during the school day will need to be signed out by parent/guardian of the office when picked up.
2. Upon return to class after an absence, the absence will need to be verified with a phone call. Please call or leave a message on the school phone at 357-2131. Messages are checked every business day.
3. You may also send an email to our Attendance Clerk at rparkinson@hvusd.net, or provide a written excuse signed by the parent or guardian. The excuse should contain the student's name, dates, and reason for absence.
4. A phone call home will be made the day your child is absent. It is very helpful if you call the school as early as possible if your child is going to be absent.

Community Schools Coordinator:

Happy Valley Unified Elementary School District has a Community Schools Coordinator who works with families to remove any challenges or barriers to attendance. The Community Schools Coordinator monitors attendance below 95%, provides supports to families who need them and implements incentive programs for students to attend regularly.

Attendance Monitoring Process:

Attendance reports are run at the end of the month. Attendance letters are mailed out for review and notification

Absent:

Letter 1 – 10 or more days this trimester

Letter 2 – 12 or more days this trimester

A SART meeting will be scheduled; bi-weekly monitoring if below 95%

Letter 3 – 15 or more days this trimester

A SART meeting will be scheduled; weekly monitoring if below 90%

Truancy:

Letter 1 – 3 or more days this trimester

Letter 2 – 5 or more days this trimester

A SART meeting will be scheduled; bi-weekly monitoring if below 95%

Letter 3 – 7 or more days this trimester

A SART meeting will be scheduled; weekly monitoring if below 90%

Tardy:

Letter 1 – 5 or more days this trimester

Letter 2 – 10 or more days this trimester

A SART meeting will be scheduled; bi-weekly monitoring if below 95%

Letter 3 – 15 or more days this trimester

A SART meeting will be scheduled; weekly monitoring if below 90%

Independent Study**Help Your Child Stay on Track: Independent Study**

We understand that life events, medical needs, or important appointments may occasionally keep your child from attending school. While we always encourage regular attendance, we also recognize that absences are sometimes unavoidable. If your child will be out for two or more days, we encourage you to consider requesting a short-term Independent Study. This allows your child to stay engaged with their learning and maintain attendance during their time away. Independent Study is a helpful option to keep students on track with classwork and connected to their academic progress.

Here's why Independent Study is important:

1. Prevents Falling Behind: Absences can lead to gaps in learning. Independent Study helps your child stay current with assignments, classwork, and key concepts.

2. Promotes Responsibility: It gives students the chance to take ownership of their learning. They will develop valuable skills such as time management and self-discipline.
3. Ensures Consistent Progress: By completing assignments at home, students won't miss out on key lessons, ensuring they're ready for upcoming exams and assessments.
4. Helps Teachers Prepare for Absences: With an Independent Study plan in place, teachers can prepare materials in advance, ensuring your child's absence doesn't disrupt their overall progress.

Independent Study Options:

- Medical Needs or Doctor's Note: If your child has a medical condition or doctor's note that requires them to be absent, you can request an Independent Study with principal approval.
- Unplanned Emergency: In the case of an unexpected absence due to family emergencies, an Independent Study may also be requested with principal approval.
- Absences of 2 or more days: If your child is absent due to illness, they can make up the absence by completing the IS packet.

What You Need to Know:

- Plan Ahead: Please inform the school as soon as possible if you are anticipating an absence. Ideally, at least one week in advance for planned absences, or as soon as possible in the event of a medical issue or emergency.
- Principal Approval: Independent Study requests require approval from the school principal.
- Short-Term Independent Study: In some cases, independent study can be arranged for less than 5 days with principal approval upon request.
- Stay Engaged: Encourage your child to complete their independent study assignments and stay in contact with the teacher if they need help.
- Stay on Track: With the right support, your child can continue learning and thrive even when they can't attend school.
- Completion of work: It is the responsibility of the caregiver to request independent study and ensure completion of the IS. Attendance is not credited unless the work has been completed and turned in on time.

Together, we can help your child succeed! For more details on Independent Study or to request a plan, please contact your child's teacher or the school office. Thank you for your support!

Pre-arranged Absences

Parents or guardians may pre-arrange an absence with the school office. Pre-arranged absences are treated as regular absences in all other respects and, therefore, are not considered to be excused absences, unless students/parents and teachers sign an Independent Study Master Agreement for absences 3-15 days. According to the Independent Study Master Agreement, assigned work is due on the day students return to school. If special circumstances apply, HVUSD Board policy requires that the work is completed within 20 days of the absence. If the work is not completed at that time, the absences will be considered unexcused. Absences will be addressed accordingly (see below).

Consequences for Excessive Absence

Each student's attendance record is checked on a regular basis during the school year. The California Department of Education considers attendance below 90% as chronic absenteeism. It is the goal of HVUESD for all students to attend school 95% of the time or more. Students attending below 90% will be monitored by the SART process. The following procedures will be followed in dealing with attendance:

1. Unexcused absence beyond 5 days (35 class periods) per trimester is considered excessive. When unexcused absences exceed 5 days, parents will be sent a notification letter and a copy of absence records.
2. Students with 3 unexcused absences will be assigned to attend Saturday School. (EC48261) **Students will earn attendance for attending Saturday School. (One-day attendance at Saturday School will clear 1 absence OR 3 tardies)**
3. Unexcused absences beyond 7 days per trimester is considered critical to the student's progression to the next grade level. Parents will be asked to attend a Student Attendance Review Team meeting. This meeting is intended to help remove barriers to regular school attendance. If attendance doesn't improve, the student and parent will be required to attend a county Student Attendance Review Board (SARB) hearing. This hearing includes the student, parent/guardian, school administrator, community members, the county liaison to the District Attorney (addresses truancy issues that aren't improving)

If the parents are unable or unwilling to help improve attendance, the principal may:

1. Schedule a SART meeting: create a plan for improvement; offer support to students/family.
2. Provide make-up opportunities such as Saturday School
3. If needed, report the concerns to Child Family Services.
4. Refer a student to Community Connect
5. Present student case at SARB hearing.

Tardies

1. Excessive tardies will be addressed in the same manner as unexcused absences and may ultimately result in a SARB referral.
2. Students who are tardy after recesses and breaks may owe time at their next recess.
3. Students who are routinely checked out from school early will also be deemed truant.
4. Students may not miss more than three 30-minute blocks of any class. (EC48261)
5. Any absence from school over 30 minutes during the day will be counted as a tardy and reported to the state as such, whether excused or unexcused. Three or more absences over 30 minutes will count as one full day of absence from school.

BEHAVIOR

Our district-wide positive behavior plan will guide discipline at Happy Valley Elementary School. We believe in building a **safe, respectful** and **responsible** environment for our students. We want to increase the amount of student “time on task” while providing an orderly learning environment. Students will have ample opportunities to earn Viking Vouchers for their positive, on-task behaviors. By receiving Viking Vouchers, students may win the reward during the Friday drawing of tickets. Students are expected to show respect, responsibility, and safe behavior in all circumstances. Students will be assigned reflective opportunities to learn from their mistakes, however, if it continues, additional restorative and impactful opportunities will be required. Additionally, if a student does not show this positive behavior, he/she may be excluded from extra or co-curricular activities such as field trips or dances.

Understand that the Happy Valley Union School Board of Trustees and the Superintendent have established written policies, rules and regulations of general application, governing student conduct in all schools. These policies are outlined in the School Education Code and as mandated, will be followed accordingly.

BIKES

1. Students who ride bikes to school will park them in the bike rack located in front of the school.
2. Bikes should be parked immediately when students arrive at school.
3. Bike helmets are expected to be worn in compliance with the law.
4. Bikes must be walked in the parking areas.

BOOKS AND ELECTRONIC DEVICES

1. Students will be responsible for the care of the textbook and Chromebook that is assigned to them.
2. Respecting school property and materials demonstrates responsibility and is expected.
3. Damaged or lost books (including library books) and Chromebooks must be paid for, if damaged or lost.
4. If a lost book is later found, there will be no charge for the book.
5. Fines will also be assessed for all book damages.
6. Charges or fines must be paid before grades and/or diplomas will be given out.

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

1. Students shall NOT, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel.
2. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Students may notify staff in person or may complete a form and submit it to the office.
3. Parents are also encouraged to contact the school to report bullying. Happy Valley Elementary does not tolerate bullying, so if there is a concern that bullying is not properly addressed, parents/students are encouraged to follow the procedures outlined in BP/AR 5131.2 to address this concern.

BUS AND TRANSPORTATION

Our district is pleased to offer daily home-to-school transportation—both morning pick-up and afternoon drop-off—each school day. Please note that riding the bus is a privilege, not a requirement.

Bus Route Information

- Bus routes will be posted at the school office before the start of each school year.
- Drivers will also be available to answer questions during the Meet and Greet event held before school starts.

Bus Safety Guidelines

To keep everyone safe, the following rules apply to all district transportation—whether for daily routes, field trips, or special activities. A citation system is in place for behavior concerns.

1. The driver is the authority (EC 5 CCR 14103) on the bus and may assign seats to all students.
2. The driver is responsible for maintaining order and has the authority to discontinue bus operation if it's unsafe to continue. Disorderly conduct by pupils can lead to denial of transportation privileges. (EC 5 CCR 14103)
3. Students must remain in their assigned or first-chosen seat during the ride.
4. Remain properly seated at all times while the bus is moving.
5. Students may only ride their assigned bus unless a note has been approved.
6. No eating, drinking, or gum is allowed on the bus.
7. Students are responsible for the cost of any damage they may cause.
8. For safety, students should stand at least 12 feet from the road while waiting and only approach the bus once the door is open.
9. NO electronics (phones, tablets, etc.) allowed on the bus.

Guideline Violations:

1st offense: verbal warning and reteaching of expectation

2nd offense: written citation, parent notification, reteaching of expectation

3rd offense: written citation, parent notification, reteaching of expectation, parent meeting with transportation

4th offense: written citation, parent notification, suspension, reteaching of expectation

Thank you for helping us ensure all students have a safe and respectful ride to and from school! If you have any questions, please don't hesitate to contact the school office.

CAFETERIA PROCEDURES

1. Breakfast is served daily from 7:35—8:00 a.m.
3. Each student is expected to practice the guidelines for safe, respectful and responsible behavior.
4. Students should leave the table and surrounding area clean and orderly.

COMPUTER USE POLICY

1. All students and parents will be required to agree to and sign the *Responsible Computer-Use Agreement* prior to any student accessing the internet.
2. Students will be expected to use their electronic devices responsibly inside and outside of the classroom.
3. Students will be assigned a Chromebook for the duration of the student's attendance at HVE.
4. Chromebooks will be reassigned as they are updated on a multi-year cycle.
5. If a student loses or damages a Chromebook, the family will be charged accordingly.
6. Under specific circumstances and when arrangements have been made, a student may complete community service in lieu of payment.
7. Students must use computers, Internet and AI only as allowed by the teacher and the assignment directions, anything beyond this would be deemed cheating and/or plagiarism.

DANCE RULES

1. Displays of overt affection on the school grounds are inappropriate. Students are expected to show respectful behavior at all times.
2. Students must be eligible to attend dances. Eligibility will be determined by classroom teachers and school principal based on behavior and grades. Specifically, three detentions and/or one suspension within the trimester (or) and F in any class will disqualify a student from attending the dance.

3. Students may only leave the dance early if they are signed out and picked up by their parent/guardian.
4. The school dress code will be the standard; except for special dress-up and theme dances, as decided by the Student Council (Associated Student Body). . Please refer to the dance dress code hand-out that will be provided to students. No outside food or beverages are allowed into a dance.

DRESS AND APPEARANCE

Happy Valley believes that appropriate dress and grooming contribute to a productive learning environment. Happy Valley expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. All students shall abide by the following dress code.

While clothing may be a personal choice, there are basic standards for dress in the Happy Valley Union School District. Students and parents should wear appropriate attire during the school day and at school sponsored activities. The following basic guidelines should be followed:

- All clothing, including hats, must be free of depictions of violence, graffiti, racial comments, crude language, and references to alcohol, drugs, sex, gangs, or tobacco.
- No visible undergarments. (Exception: spandex shorts may be worn underneath regular shorts and may be visible)
- No pajamas/sleepwear or slippers.
- Shorts & skirts must not be shorter than 3” from the inseam. No swim shorts and no spandex shorts worn as stand-alone shorts.
- Shirts must be long enough to touch the top of the pants while standing. No crop tops.
- Shoulder straps should measure at least 1 ½ “wide.
- Garments or accessories with studs or spikes are not permitted.
- Hats may be worn outdoors only and must be worn forward.
- Shoes must be worn at all times. Flip-flops or open-back shoes are not permitted.
- Pants or shorts must be worn around the waist.
- Sunglasses are not to be worn in class.
- Costumes, costume-like accessories, and other items that cause a disruption to the learning environment are not allowed, with some exceptions, which will be communicated in advance to both students and parents (e.g., students may be encouraged to wear costumes, pajamas, accessories, or other items during Spirit Weeks).

DRESS FOR PHYSICAL EDUCATION

1. All students are required to wear safe, skid proof shoes for P.E. (tennis shoes/ running shoes are preferred.) Sandals and boots are prohibited.
2. To ensure safety and to protect the gym floor, hard soled shoes will not be allowed in the gym.
3. An adaptive PE will be arranged for any student who may be exempted from physical activity by a doctor’s excuse.
4. Student participation is expected.

ELECTRONIC DEVICES & TOYS

1. HVUSD is not responsible for **stolen, lost or damaged electronic** devices that are brought to school.
2. Students who rely on cell phones for communication with parents or guardians are expected to use the devices respectfully and responsibly. If a special circumstance applies, cell phones may be used only in the presence of an adult who has given permission to use the device. . Outside these circumstances, cell phones are not to be out during school hours.
3. Cell phones are not to be on during class time, nor taken out at recess or any other location on school grounds. With teacher’s permission, phones may be used for a classroom activity.
4. Students are not to use the photo or recording features on the cell phone while on school premises or on the bus.
5. Text messaging and posting comments on social media sites is not allowed during school hours.
6. **Cyber-Bullying will not be tolerated: Consequences may include suspension and /or expulsion.**

7. When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12
8. When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate. A parent/guardian may be required to pick up the device.

EMERGENCY DRILLS:

It is mandatory that students regard drills with the same seriousness and respect that would be required in an actual emergency. We will practice various drills regularly throughout the school year:

1. On site evacuation
 2. Off-site evacuation
 3. On-site emergencies
- Cell phones should not be used during drills nor actual emergencies. This may prevent school personnel and emergency personnel from having access to phone lines.
 - No student should be on a computer during emergency drills.
 - Students may not be checked out, nor will people be allowed to enter the school grounds during a drill or actual emergencies.

FOOD FROM OFF CAMPUS

Parents are allowed to bring special treats for their own child(ren). If they want to bring a treat for other children they must first check with their child's teacher and/or the front office.

No home baked goods (see HVUSD Wellness Policy) **Students are not to have Energy Drinks, sodas, nor coffee drinks on campus.

GRADES

Grades earned by students generally reflect the following criteria:

- A:** Indicates learning at the highest level. The student not only has demonstrated knowledge and understanding of the standards but also has demonstrated an ability to analyze, synthesize, and evaluate the standards with breadth and depth of understanding. An A indicates work that has gone above and beyond the expectations of an assignment.
- B:** The student not only has demonstrated knowledge and understanding of the standards but also applies the standards. The student will be able, on occasion, to demonstrate an ability to analyze, synthesize and evaluate the standards.
- C:** The student has demonstrated a basic knowledge and understanding of the standards and some ability to apply the knowledge.
- D:** The student has demonstrated limited effort and limited understanding of the standard and is not able to apply much of them.
- F:** The student has not demonstrated effort to understand the standards and therefore is not able to apply them.

GRADUATION CRITERIA

1. A minimum, **Cumulative** GPA of 2.0 must be maintained.
2. Students who have more than 7 unexcused or 15 excused (no more than 15 combined) absences will be ineligible to graduate. Three tardies or early check outs (unexcused or excused) count the same as 1 absence.
3. More than two suspensions will result in a non-participation status for 8th grade events.
4. Students who do not pass 8th grade will be required to attend a mandatory summer school prior to enrolling in high school.
5. If a student is placed on a Short-Term Independent Study, the work must be completed as stated in the agreement in order to comply with all attendance requirements for graduation.

LOST AND FOUND

Items that are not claimed will be donated to charity the last school day of each month.

MEDICATION

Medication forms are available for parents to pick up in the office. Any questions can be addressed by calling the school secretary.

Prescription Medication

1. Written, faxed, or prescription labels will be considered an authorized prescriber's order for short term medications only.
2. Long-term medications and changes in dosage of those medications will require written or faxed orders from an authorized prescriber.
3. All medications must be in the original container.

Over-the-Counter Medication

1. Written or faxed orders or standing orders (renewed yearly) will be required from an authorized prescriber for the administration of over-the-counter medications to students during school hours.
2. Medications may include but are not limited to acetaminophen, cough/cold medications, topical ointments, etc.
3. All medications must be in the original container.
4. All medication must be kept in the main office and should not be kept with the student.

RESPECTING OUR CAMPUS

We work hard to keep our campus clean. Please use the trash cans that are provided. Out of respect for our campus, sunflower seeds and gum will not be allowed at school.

RESTROOMS

1. Students are not permitted to loiter, eat, use phones, or play in the restrooms.
2. All toilets, stalls and sinks must be used properly and one-at-a-time.
3. Students must have a hallway pass in order to use the restroom during instructional time.

REWARD ACTIVITIES.

1. **Academic Rallies:** Students are recognized at the end of each trimester for achieving Honor Roll. Academic Excellence cards are earned for Honor Roll.
2. **Student of the Month Assemblies** will be held in honor of our students. Medals and acknowledgements are given to outstanding students.
3. **Citizenship:** Students will be honored for their outstanding citizenship.
4. **Viking Vouchers and Positive Referrals:** Positive behavior and citizen will be acknowledged daily by teachers and staff.
6. The Student Council will host assemblies periodically throughout the year.
7. Guest speakers and informative assemblies may be scheduled for students.

SAFETY

1. Students should not run in the hallways. They should walk on the right side of all corridors and watch for opening classroom doors.
2. Rock throwing will not be tolerated. Safe playground behavior is required. Students will behave responsibly and should never behave in a way that will cause physical harm or create an environment that is unsafe.
3. Bullying will not be tolerated.
4. Students will obey the yard supervisors at all times.
5. Students should use sidewalks when walking to and from school.
6. The crosswalk should be used whenever students have to cross the road.
7. Students are not to catch a ride with anybody other than a parent or guardian unless it has been approved through the office.
8. Happy Valley Elementary has a strictly hands-off policy for all students. Hitting, kicking, tripping, pushing and throwing objects is not allowed.

SCHOOL HOURS

The regular school day starts at 8:00 a.m. and finishes at 2:30 p.m. Students should not be on campus prior to 7:30 a.m. nor after 2:40 p.m. unless accompanied by a faculty member, or for the purposes of sports, after-school tutoring, and Project SHARE. Minimum Day hours are from 8:00 a.m.-1:30 p.m.

SEXUAL HARASSMENT

HVUSD is committed to providing an environment free from intimidating, hostile or offensive behavior. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment will not be tolerated. Allegations of sexual harassment shall be investigated, and if

substantial, corrective or disciplinary action taken, up to and including suspension and/or expulsion, and/or termination of an employee.

VISITORS

Happy Valley Primary is a closed campus. All visitors are to report to the office immediately upon arrival at school. Visitors will be given an I.D. tag to be worn while in the school building. Visitors may not be alone with students. Visitations should be productive and purposeful. Visitors should remain in the area for which they are visiting; including the cafeteria at lunch time. Those helping for an occasional event such as field day are considered visitors.

Volunteers:

We love having volunteers on campus—your support makes a big difference! Families are welcome to help in the classroom, and we truly appreciate your time and involvement. Those helping or visiting for more than the occasional event are considered volunteers and must follow the process below. If you're interested in volunteering, please reach out to your child's teacher or the front office to learn more about the process.

For the safety of all students:

- Volunteers must be fingerprinted and cleared before beginning.
- Volunteers may not be alone with students at any time.
- For safety and supervision reasons, volunteers may not bring other children during their volunteer time.
- Volunteers are asked to stay in their designated area and follow the guidelines given by staff.






Thank you for helping make Happy Valley Primary a safe and supportive place to learn!






GROUNDS FOR DISCIPLINARY ACTION OR SUSPENSION

Students involved in any act of misconduct listed below while on school property, while attending a school-sponsored activity, or when going to or from school, may be assigned detention, alternative academic setting, suspended or expelled.

- Causing, attempting or threatening to cause physical injury to another person.
- Possessing, furnishing or selling a firearm, knife, explosive or other dangerous object.
- Unlawfully possessing, selling, furnishing, using or being under the influence of any illegal drug, alcoholic beverage or intoxicant.
- Arranging the sale of a controlled substance, alcoholic beverage or intoxicant of any kind.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school or private property.
- Stealing or attempting to steal school or private property.
- Possessing or using tobacco or tobacco products.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or willfully defying the authority of school personnel.
- Knowingly receiving stolen school or private property.
- Possessing an imitation firearm.
- Committing sexual harassment.
- Causing, attempting to cause, threatening to cause or participating in an act of hate violence.
- Intentionally engaging in harassment, threats or intimidation of another student or group of students.
- Bullying/Cyberbullying
- Sexual Harassment via Social Media or electronic devices.

Behavioral Expectations for Students at Happy Valley Elementary School

Area	Be Safe	Be Respectful	Be Responsible
Everywhere on Campus 	Walk facing forward Keep hands, feet & objects to self Get adult help for all accidents Use all equipment & materials appropriately	Use kind & appropriate words & actions Clean up after yourself Follow adult directions Hats/hoods and cell phones off during school hours	Follow school rules Be a leader/team player Take proper care of all personal belongings & school equipment Be honest
Cafeteria 	Eat your own food & not others' Walk at all times Honor the peanut-free zone	Use quiet voice Wait quietly in straight line Be kind and use good manners Clean up your area	All food & drink stays in the cafeteria Put trash & recyclables in proper containers
Playground/Recess 	Stay on blacktop, playground, & field Be aware of your surroundings	Play according to the rules Include everyone Play with equipment in the appropriate area	Obtain pass to leave area Eat snacks at tables & put trash in cans Use the restroom before the bell rings
Classroom Areas 	Walk at all times Be aware of doors Off limits before school and during lunch	Use inside voices Respect others' property	Place backpacks where directed Line up in order, facing forward, single file
Assemblies 	Enter in a line with your homeroom teacher Wait for dismissal directions Sit with your grade level	Listen respectfully Sit facing forward Applaud appropriately	Focus on presentation Always use bleacher stairs

Area	Be Safe	Be Respectful	Be Responsible
Restrooms 	Keep water in sink Wash hands Put towels in trash	Knock on stall door Give people privacy Use the designated restroom for your grade	Flush the toilet after use Leave promptly when finished Use a pass during class time
Front of School & Bus Areas 	Before & after school, move to supervised areas Sit or stand in designated area while waiting for ride Be aware of your surroundings Use the crosswalk when loading into your vehicle.	Watch for your ride Listen to the guidance of the adult in the parking lot area.	Take care of your after-school arrangements before school Wait at least 10 minutes after last bell before asking to use phone
Library 	When lights are off the library is closed	Use quiet voice Wait your turn Take care of business first, then sit & read	Return materials to proper place on time Use pass during class time
Office 	Promptly find an adult to establish purpose of visit	Use quiet voice Wait at door behind counter	Have a pass State your purpose politely Obtain permission to use phone
Buses 	Remain in your seat Sit facing forward Keep hands, feet & objects to self at all times	Use quiet voice Follow bus rules and driver's directions	Obtain bus pass by noon Respect the quiet zone!

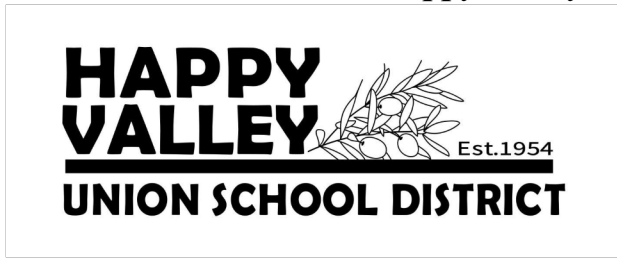
Be Responsible, Be Respectful, Be Safe!

Happy Valley Vikings!!!

STUDENTS RIGHTS AND RESPONSIBILITIES

- Students have the right to earn an education. Therefore, students should attend school regularly, be on time for school and be prepared for each class, each day.
- Students have the right to be safe.
- Students have the right to be respected and treated with kindness. You should always be courteous and respectful to other students and adults.
- Students have the right to be heard. Your individual expression is important, but you must be careful not to take away the rights of others.
- Students are responsible for the care of all school property, such as books, desks, technology, other school resource materials and the school grounds.
- Students are responsible for their own actions.
- Students are encouraged to be positive role models both in class and around the campus.
- Disrupting the learning environment in individual classrooms is not allowed.
- Students have the right to be informed and the responsibility to pass this information onto their home. They are responsible for ensuring that newsletters and school related materials reach home and are returned to school when required. Good communication requires effort from all parties.
- Students have the responsibility to help make school a good place to be.
- Throughout your school year, many positive things take place at school. It is everyone's responsibility to make the school atmosphere as pleasant as possible. Take pride in your school.
- Students have the right to make their own decisions and a responsibility to accept the consequences of those decisions, good or bad.
- Students have the right to be unique and the responsibility to respect others.
- Students have the right to make mistakes and the responsibility to try and correct them.

Happy Valley Elementary Staff



Happy Valley District Office:(530)357-2134
16300 Cloverdale Rd., Anderson, CA 96007
Happy Valley Elementary School (530)357-2111
17480 Palm Avenue, Anderson, CA 96007
Happy Valley Primary School(530)357-2131
16300 Cloverdale Lane, Anderson, CA 96007

Superintendent/Primary School Principal – Gina Murphy
Elementary School Principal- Chris Nelson

Governing Board: Jodi Shearman, Cheryl Best, Erin Ciapponi, Josh Hancock, Jacqueline Brousseau

To Parents/Guardians:

Your child is attending a school receiving Title 1 federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title 1 funds are required to notify parents whose student(s) attend a Title 1 school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum:

1. Whether the student’s teacher:
 - Has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field o discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Rhonda Grijalva at (530) 357-2134.

Sincerely,

Gina Murphy
Superintendent/Primary School Principal

Happy Valley Elementary School District Youth Suicide Prevention Policy

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license. The California Education Code (EC) Section 215 as amended by Assembly Bill 1767, (Chapter 694, Statutes of 2019) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The Governing Board of Happy Valley Elementary School District recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth considers (17 percent of high school students) and attempts suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015). Additionally, the Governing Board of Happy Valley Elementary School District acknowledges that suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of

students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent’s Designee, Lacey Carter, has developed strategies for suicide prevention, intervention, and postvention, and identified mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent’s Designee, Lacey Carter, has developed and implemented preventative strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

School-employed mental health professionals (including school counselors, psychologists, social workers, nurses, and administrators), local health agencies and professionals, law enforcement, and community organizations are a part of planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Working in conjunction with local government agencies, community-based organizations, and other community supports we’ve identified these additional resources:

Shasta County Mental Health Youth Services, Hill Country CARE Center, and Shasta County Suicide Prevention Coordinator.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district has appointed a team to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison

to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Happy Valley Union School District, along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

The Happy Valley Union School District, along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health; o Common misconceptions about suicide; o School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

- o The factors associated with suicide (risk factors, warning signs, protective factors);
 - o How to identify youth who may be at risk of suicide;
 - o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - o District-approved procedures for responding to suicide risk (including multitiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - o District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention); o Responding after a suicide occurs (suicide postvention);
 - o Resources regarding youth suicide prevention;
 - o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - o Youth affected by suicide;
 - o Youth with a history of suicide ideation or attempts;
 - o Youth with disabilities, mental illness, or substance abuse disorders;

- o Lesbian, gay, bisexual, transgender, or questioning youth;
- o Youth experiencing homelessness or in out-of-home settings, such as foster care;
- o Youth who have suffered traumatic experiences;

C. Employee Qualifications and Scope of Services

Employees of the Happy Valley Union School District and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by the Happy Valley Union School District.

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Happy Valley Union School District suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Happy Valley Union School District web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

The Happy Valley Union School District, along with its partners, has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district’s suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

- o Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

The Happy Valley Union School District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, and National Alliance on Mental Illness on Campus Clubs).

Intervention, Assessment, and Referral

A. Staff

Two Happy Valley Union School District staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary Suicide Prevention Liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated Suicide Prevention Liaison. If this Primary Suicide Prevention Liaison is unavailable, the staff shall promptly notify the Secondary Suicide Prevention Liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district websites. The Primary Suicide Prevention Liaison designated for the Happy Valley Union School District is Lacey Carter (530) 357-2131 ext. 309.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. See All Staff Suicide Prevention Plan.

D. Parental Notification and Involvement

Each school within the Happy Valley Union School District shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed.

Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member)

will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Children's Services (CS) to report neglect of the youth. To contact CS, call 530-225-5144.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;

- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- The student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Happy Valley Union School District property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student.

The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers' steps for reintegration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Inform the student’s teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Primary Suicide Prevention liaison for the Happy Valley Union School District, shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased’s family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;

- o Emotional support and resources available to staff;
 - o Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - o Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following: o
 - Review of protocols for referring students for support/assessment;
 - o Talking points for staff to notify students;
 - o Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - Identify students affected by suicide death but not at risk of imitative behavior;
 - Communicate with the larger school community about the suicide death;
 - Consider funeral arrangements for family and school community;
 - Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
 - Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
 - Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death

- o Identify/train staff and students to monitor social media outlets
- o Include long-term suicide postvention responses:
 - o Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed o Support siblings, close friends, teachers, and/or students of deceased
 - o Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources

Resources for Schools:

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

For information on engaging the media regarding suicide prevention, see the Your

Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

Trainings for School Staff and Parents:

Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/> Contact Marcia Ramstrom, MHFA trainer.

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/> Contact Amy Sturgeon, QPR trainer, Shasta County

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/> Contact Marcia Ramstrom, safeTALK trainer.

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/> Contact Marcia Ramstrom, ASIST trainer.

Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the

elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

Presentations for Students:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Resources for Parents:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

Resources for Postvention:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensiveapproach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_scho ols-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_scho ols-9/

Save for: Screener for younger students

Name: _____ Date: _____ Staff: _____

NIMH TOOLKIT



Suicide Risk Screening Tool

Ask Suicide-Screening Questions

Ask the patient:

1. In the past few weeks, have you wished you were dead? Yes No
2. In the past few weeks, have you felt that you or your family would be better off if you were dead? Yes No
3. In the past week, have you been having thoughts about killing yourself? Yes No
4. Have you ever tried to kill yourself? Yes No

If yes, how? _____

When? _____

If the patient answers **Yes** to any of the above, ask the following acuity question:

5. Are you having thoughts of killing yourself right now? Yes No

Next steps:

- If patient answers "No" to all questions 1 through 4, screening is complete (not necessary to ask question #5). No intervention is necessary (*Note: Clinical judgment can always override a negative screen).
- If patient answers "**Yes**" to any of questions 1 through 4, or refuses to answer, they are considered a **positive screen**. Ask question #5 to assess acuity:
 - "**Yes**" to question #5 = **acute positive screen** (imminent risk identified)
 - Patient requires a **STAT safety/full mental health evaluation**. Patient cannot leave until evaluated for safety.
 - Keep patient in sight. Remove all dangerous objects from room. Alert physician or clinician responsible for patient's care.
 - "**No**" to question #5 = **non-acute positive screen** (potential risk identified)
 - Patient requires a **brief suicide safety assessment to determine if a full mental health evaluation is needed**. Patient cannot leave until evaluated for safety.
 - Alert physician or clinician responsible for patient's care.

Provide resources to all patients

- 24/7 National Suicide Prevention Lifeline 1-800-273-TALK (8255) En Español: 1-888-628-9454
- 24/7 Crisis Text Line: Text "HOME" to 741-741

asQ Suicide Risk Screening Toolkit

NATIONAL INSTITUTE OF MENTAL HEALTH (NIMH)



NIH

5/4/2017

Name: _____ Date: _____ Staff: _____

Personal Safety Plan

Step 1: Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:

1. _____
2. _____
3. _____
4. _____

Step 2: Internal coping strategies - Things I can do to take my mind off my problems without contacting another person (relaxation technique, physical activity, ect):

1. _____
2. _____
3. _____

Step 3: People and social settings that provide distraction:

1. Name: _____ Phone: _____
2. Name: _____ Phone: _____
3. Place: _____ Place: _____

Step 4: People whom I can ask for help:

1. Name: _____ Phone: _____
2. Name: _____ Phone: _____
3. Name: _____ Phone: _____

Step 5: Making the environment safe:

1. _____
2. _____

Step 6: Community supports to call in times of crisis:

1. Shasta County Mental Health (Youth)
Phone: (530) 245-6888 Address: 1560 Market St. Redding Hours: M-F 8:00-4:30
2. Hill Country CARE Center
Phone: (530) 691-4446 Address: 1401 Gold St. Redding Hours: M-F 12:00-9:00
S-S 11:00-9:00
3. Shasta Regional (Emergency)
Phone: (530) 244-8305 Address: 1100 Butte St. Redding Hours: 24 Hours
4. Mercy Medical (Emergency)
Phone: (530) 390-6492 Address: 2175 Rosaline Ave. Redding Hours: 24 Hours

Student

Parent/Caregiver

Counselor/School Staff

Additional Participant

Happy Valley Union School District Suicide Prevention Staff Handout

Youth suicide is a very real problem in the United States. With many pressures and a variety of emotional, social and family challenges to deal with, many of our students can find themselves having thoughts of suicide.

safeTALK - Suicide Alertness for Everyone provides steps to take to assess for the need for referral for additional assessment:

Tell - Signs (indications) presented by student

Ask - Assessment (ask the question - Are you thinking of suicide?)

Listen- Open listening without interruption or judgment

Keep Safe - Screen and refer to counselor

Following is a list of Warning Signs to watch for. When any of these signs present themselves or a student has indicated a thought or feeling related to suicide, please follow the steps below as soon as possible. It is pertinent that staff members start the prevention process ASAP to ensure student safety.

Not all of these warning signs will be present in all students who may have thoughts of suicide. It is important to watch for two or three signs, especially drastic changes in behavior, as possible indicators of thoughts of suicide.

These warning signs are serious calls for help, not just someone looking for attention. Take all mention of suicide seriously. In many cases, youth don't know how to deal with their overwhelming feelings and problems, and are asking for help the only way they know how.

Suicide Warning Signs

<p>Disinterest in favorite ● extracurricular activities</p> <p>Substance abuse, including alcohol ● and drugs (illegal and legal)</p> <p>Behavioral problems ●</p> <ul style="list-style-type: none"> ● Withdrawing from family and friends ● Changes in sleep patterns ● Changes in eating habits ● Begins to neglect hygiene and other matters of personal appearance <ul style="list-style-type: none"> ● Emotional distress brings on physical complaints (aches, fatigue, migraines) ● Hard time concentrating and paying attention <ul style="list-style-type: none"> ● Declining grades in school ● Loss of interest in schoolwork ● Risk-taking behaviors 	<ul style="list-style-type: none"> ● Actually says, “I’m thinking of suicide” or “I want to kill myself” or “I wish I could die.” ● There are also verbal hints that could indicate thoughts or plans of suicide. These include such phrases as: “I want you to know something, in case something happens to me” or “I won’t trouble you anymore.” ● Begins giving away favorite belongings, or promising them to friends and family members. ● Throws away important possessions. ● Shows signs of extreme cheerfulness following periods of depression. <ul style="list-style-type: none"> ● Creates suicide notes. ● Expresses bizarre or unsettling thoughts on occasion. ● Complains more frequently of boredom ● Does not respond as before to praise
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STEP 1 - IDENTIFICATION AND REFERRAL TO COUNSELOR/ADMIN

Identify the student based on signs a student has presented or has indicated to you or a peer. After identification, the process should be started ASAP.

- If you have been trained in safeTALK and are comfortable initiating a safeTALK conversation, address the student warmly. Assure the student that “this is important and I am here to help”. Listen as they share, then refer them to the office to meet with the Administrator or the School Counselor.
- If you are not comfortable beginning the conversation, or the student is hesitant to share his/her feelings with you, directly refer them to the office to meet with the Administrator or the School Counselor.

Contact Information (To be updated yearly with staff info)

- School Counselor, Primary: Lacey Carter (530) 357-2131 ext 309
- Superintendent/Primary School Principal: Gina Murphy (530) 357-2131 ext 330
- Principal, Elementary: Chris Nelson (530) 357-2111

STEP 2 - SCREENING BY COUNSELOR/ASIST TRAINED STAFF

- Engage student in conversation, weaving in questions from the Suicide Risk Screening Tool. Listen openly and non-judgmentally to responses. Don't dismiss answers or avoid questions. At this time do not offer advice or attempt to challenge their thoughts.
- If Student answers “No” to all questions 1 through 4, and you believe them, the suicide screening is complete, but continue the conversation sharing concern. Provide Resource Handout.
- If you feel the student is not being forthcoming about their thoughts or feelings proceed to STEP 4

STEP 3 - DETERMINE IMMINENT RISK

If student answers “Yes” to any of questions 1 through 4, or refuses to answer, they are considered at-risk. Ask question #5.

- If student answers “No” to question #5 (potential risk identified) together with the student prepare a Personal Safety Plan. Advise Administration and contact parents. Give them the option of seeking additional assessment through local resources. Provide Resource Handout. Follow up weekly.

- If student answers “Yes” to question #5 (imminent risk identified), student should be evaluated. Student should not leave until evaluated for safety. Keep in sight. Remove all dangerous objects. Advise Administration and contact parents. Proceed to STEP 4

STEP 4 - REFER FAMILY TO COMMUNITY RESOURCE FOR FURTHER EVALUATION

Contact the parents of the students and report the safety concerns. Advise them their child should be picked up from school and taken to one of the listed resources for an evaluation.

- If the parents are unwilling or refuse to bring their child in for an evaluation and there is imminent risk to the child, call 911 and CFS.

STEP 5 - FOLLOW UP

- Always follow up with the child and family the day after. If the child is not present in school, please call home.
- Upon returning to school, a Personal Safety Plan is to be completed by student and trusted staff. Original goes to the student, and a copy goes in the student file.

In any and all suicide prevention situations, please advise Counseling Office and Administrator for follow up. Take all mention of suicide seriously.

Shasta County Community Resources

Shasta County Mental Health (Youth)
1560 Market St, Redding, CA ACCESS Team:
Phone: (530) 245-6888
Open 8:00 am to 4:30pm M-F

Hill Country C.A.R.E. Center
1401 Gold St, Redding, CA
Phone: (530) 691-4446
Open 12:00pm to 9:00pm M-F
11:00am to 9:00pm Sat & Sun

Crisis Phone and Texting Lines:

ALEX Project Text Line: Text LISTEN to 741741

National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

**ANNUAL NOTICE TO PARENTS
2025-2026**

DEAR PARENT/GUARDIAN:

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form. Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STUDENT DISCIPLINE

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291):

Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

HAZING PROHIBITION (EC §48900(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

DRESS CODE/GANG APPAREL (EC §35183): The district is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258): Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy.

SAFE PLACE TO LEARN ACT (EC §234.1): The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be prominently and conspicuously displayed in schools and offices and on the local educational agency's internet website.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069.7, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):

Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR 99.37): The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). Names and addresses of seniors or terminating

students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. (See attached form.) Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

RELEASE OF INFO TO MILITARY SERVICES REPS / RELEASE OF TELEPHONE NUMBERS (EC §49073.5; 20 USC §7908): Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

PARTICIPATION IN STATE ASSESSMENTS AND OPTION TO REQUEST EXEMPTION (EC § 60615, 5 CCR § 852): Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

HIGH SCHOOL CURRICULUM: NOTIFICATION REGARDING COLLEGE PREPARATORY COURSES (EC §51229): Districts are required to provide parents of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses, including direction to the CaliforniaColleges.edu platform in order to access resources that help pupils and their families learn about college admissions requirements. The district may share pupil data with the California College Guidance Initiative to provide pupils and their families with direct access to online tools and resources for college and career planning must also be provided.

ADVANCED PLACEMENT EXAMINATION FEES (EC §48980(j), EC §52242): State funds are available to cover the costs of advanced placement examination fees.

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

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

DANGERS ASSOCIATED WITH SYNTHETIC DRUGS (EC § 48985.5): Districts must inform the parents or guardians of each enrolled pupil about

the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl. If a district maintains an internet website, it shall post the information on their internet website and shall ensure that each individual school within the district that maintains an individual internet website also posts the information on that school's internet website.

SAFE STORAGE OF FIREARMS (EC § 49392): A local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, based upon model content from the California Department of Education, inform parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The required notice must include the following information related to the safe storage of firearms: Incidents of children bringing firearms to school can be reduced by storing firearms in a safe and secure manner, including keeping them in a locked container or secured with a locking device that renders the firearm inoperable and storing firearms separately from ammunition.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451): A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

VISION APPRAISAL (EC §49455): The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The vision appraisal shall include tests for near vision, far vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In addition to the physical examinations required pursuant to Section 100275 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

DENTAL FLUORIDE TREATMENT (H&SC §104830 et seq.): Pupils will be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each pupil's teeth if the parent, or eligible pupil submits a letter stating that the treatment is desired.

PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558): Needy children may be eligible for free or reduced price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

For information about California's Universal Meals Program, visit the district's website or the website of the California Department of Education.

COMMUNICABLE DISEASES (EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have

consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

MEDICATION (EC §49423, §49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472): The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district(s) where the student attends, resides and/or where the student receives care if an individualized instruction program is desired.

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

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

ASBESTOS (40 CFR 763.84, 40 CFR 763.93): The district has a plan for eliminating health risks that are created by the presence of asbestos in

school buildings. It may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

USE OF PESTICIDES (EC §§17611.5, 17612 and 48980.3): School districts are required to inform parents about the use of pesticides on school grounds and provide access to the integrated pest management plan when certain pesticides are used. (*See attached.*)

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

NOTICE OF COMPLIANCE (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

TOBACCO FREE SCHOOLS (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and nonnicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has their fifth birthday, respectively, on or before September 1. For the 2025-26 school year, and in each school year thereafter, any child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after September 1, but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000. A school district may place a child who will have their fourth birthday on or before December 1 and is enrolled in a California state preschool program into a transitional kindergarten program classroom in accordance with EC §48000.

PREGNANT AND PARENTING PUPILS (EC §§ 221.51, 222, 222.5, 46015): Districts may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After return from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A pupil may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall

provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations.

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

NOTIFICATION OF APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS (EC §48980.5): For pupils admitted or advancing to grades 11 and 12, a school district shall provide information on local apprenticeship programs and preapprenticeship programs by using the database of registered program sponsors provided on the internet website of the Department of Industrial Relations' Division of Apprenticeship Standards. A district may use contact information contained in the Division of Apprenticeship Standards' database to obtain information or materials, including, but not limited to, pamphlets or brochures. If a school district maintains an internet website, the school district shall make the Division of Apprenticeship Standards' database accessible through a direct link on its internet website.

NOTIFICATION OF INTERNATIONAL BACCALAUREATE COURSES (EC §48980.6): At the beginning of the first semester or quarter of the regular school term, a local educational agency shall notify the parents or guardians of pupils admitted to, or advancing to, grades 7 to 12, inclusive, of any dual enrollment or International Baccalaureate courses offered by the local educational agency.

MULTILINGUAL EDUCATION (EC §310): If the district implements a language acquisition program pursuant to EC §310, information on the types of language programs available and a description of each program will be made available with this notice or upon enrollment.

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

SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301): Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

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

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

STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq.): The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion,

national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or the perception of one or more of such characteristics. The district's policy of nondiscrimination requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant/rights>.

FINGERPRINTING PROGRAM (EC §32390): Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

SEX/ HIV EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938): The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent has the right to request a copy of the law pertaining to such instruction. Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the district. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the district, without prior parental consent, to use anonymous, voluntary and confidential

research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex. The district must notify parents in writing before any such test, questionnaire, or survey is administered and provide them with an opportunity to review the materials. Parents have the right to excuse his or her child from such participation by submitting a written request to the school district.

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

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(g)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district in which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives:

The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- Each district may adopt a school selection policy that takes into consideration special circumstances that might be harmful or dangerous to a particular pupil, whether the sibling of the pupil is already in attendance at the school, and/or whether the pupil's parent is employed at the school.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives:

Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315): The law allows, but does not require, each school district to become a "district of choice" – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a "district of choice" it must determine the number of students it is willing to accept in this category

each year and accept all pupils who apply to transfer until the school district is at maximum capacity. The school district of choice shall ensure that pupils admitted under this article are selected through an unbiased process that prohibits consideration of factors such as academic or athletic performance, physical conditions, or proficiency in English. If the district chooses not to become a "district of choice," a parent may not request a transfer under these provisions. Other provisions of the "district of choice" option include:

- Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, an English Learner student, a foster youth, or a homeless child or youth even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- Communications to parents by a school district of choice shall be factually accurate and shall not target individual parents or residential neighborhoods on the basis of a pupil's or pupils' actual or perceived academic ability or athletic performance, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income.
- The district of choice must post transfer application information on its website, including any applicable forms, the timeline for a transfer, and an explanation of the selection process.
- All communications from a school district of choice regarding transfer opportunities must be available in all languages for which translations are required in the school district of residence under EC §48985.
- No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions.
- Entrance priority must be given as follows:
 - Siblings of students already attending school in the "district of choice" must be given first priority.
 - Pupils eligible for free or reduced-price meals and pupils who are foster youth or homeless must be given second priority.
 - Children of military personnel must be given third priority.
- A parent may request transportation assistance within the boundaries of the "district of choice." The district is required to provide transportation only to the extent it already does so.
- A school district in which an active military duty parent of a student resides shall not deny the transfer of that student to a school in any district, if the school district to which the parent of the student applies approves the application for transfer.

Option 2: Other Interdistrict Transfers (EC §46600 et seq.): The law allows two or more 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. 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, or for students who are the victim of an act of bullying unless the requested school is at maximum capacity. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which their parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent lives or the district in which the parent works may prohibit the student’s transfer if it negatively impacts a desegregation plan.
- The district in which the parent works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent the specific reasons for denying the transfer.

Open Enrollment Act (EC §48350 et seq.)

Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, the student may apply to transfer to another school within or outside of the district, if the school to which they are transferring has a higher Academic Performance Index. Districts with a school on the 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.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that 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/her desire to learn.
- (3) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her 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 area shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)): No student shall have a grade reduced or lose academic credit for any excused absence pursuant to EC §48205 if missed assignments/tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (*See attached.*)

MISCELLANEOUS

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION (EC §49091.18): Schools may not require a student or student’s family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

SEX EQUITY IN CAREER PLANNING (EC §221.5(d)): Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. (*See attached.*) Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policy to new and continuing students as part of any orientation program held on a quarterly, semester or summer session basis.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255 et seq.): Pupils may choose to refrain from participating in educational projects involving the dissection or otherwise harmful or destructive use of animals in accordance with the procedures set forth in EC § 32255.1.

EVERY STUDENT SUCCEEDS ACT (20 USC §6301 et seq.): Under ESSA, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request,

parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The district shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information regarding any State or local policy mandating pupil assessments and the level of achievement of their student on every State and districtwide academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. (See attached.)

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

EXCUSED ABSENCES (EC §48205)

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county/city health officer.
- (3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (5) For purposes of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For purposes of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

(9) For purposes of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For purposes of participating in a cultural ceremony or event.

(12)(A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(12)(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(12)(B)(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

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

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

(ii) To access grief support services.

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

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

(14) Due to the pupil's participation in military entrance processing.

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

(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

- (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- (2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
- (3) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- (4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

INVESTING FOR FUTURE EDUCATION (EC §48980(d)):

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186):

A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

SCHOOL ACCREDITATION (EC §35178.4): Districts are required to notify each parent of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods.

PUPIL FEES (EC §49010 et seq.): The district is required to establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, and employees on an annual basis.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52059.5-52077):

The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established).

Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates, revisions or addenda to the LCAP as well as post or link to the LCAP submitted by any charter school authorized by the district, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

THE AGE DISCRIMINATION ACT (42 USC § 6101 et seq.): The Age Discrimination Act prohibits discrimination in programs or activities receiving federal and/or state financial assistance.

THE BOY SCOUTS OF AMERICA EQUAL ACCESS ACT (34 CFR § 108.6): The Boy Scouts of America Equal Access Act requires public schools to provide equal access to the use of school property to the Boy Scouts and other designated youth groups.

ACKNOWLEDGEMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS NOTIFICATION

Detach, sign, and return this page to your child's school indicating that you have been notified of the specified activities and whether you have a child on continuing medication.

This annual notification is also available in an electronic format and can be provided to you upon request. If the notice is provided in an electronic format, the parent or guardian shall submit to the school this signed acknowledgement of receipt of the notice.

Student's Name: _____
School: _____ Grade: _____

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.
Signature of Parent or Guardian: _____ Date: _____

PLEASE COMPLETE THE FOLLOWING IF APPLICABLE:

1. Student is on a continuing medication program as prescribed by a physician: (Please check one) YES _____ NO _____
If YES, you have my permission to contact student's physician:
Physician's Name: _____ Telephone: _____
Medication: _____ Dosage: _____
Medication: _____ Dosage: _____

2. If you do not wish directory information released, please sign where indicated below and ensure receipt of this form by the school office **within the next 30 days**. Note that this will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

Do NOT release directory information regarding _____
(Pupil's Name) (Date of Birth)

School: _____ Grade: _____

Check if an exception may be made to include student information and photos in the yearbook.

Signature of Parent or Guardian: _____
(Date)

3. By signing below, you give the district **permission to have photographs of your student in the yearbook** and other school related publications.
Student's Name: _____
School: _____ Grade: _____
Signature of Parent or Guardian: _____ Date: _____