Got G.R.I.T.? Goal Setting, Resilience, Initiative, and Tenacity

SHASTA MEADOWS ELEMENTARY SCHOOL

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(530) 224-4180

Scotti Gold, Principal
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A Message from the Shasta Meadows staff …

Welcome to Shasta Meadows Elementary School. We are honored to serve you and your child. We are committed to excellence, and it is our goal that, in partnership with you, we will continue to provide a rich and supportive learning environment that nurtures the development and growth of each child. We believe that all students can learn and succeed, and we desire to work together with you to help students reach their potential.

The information in this handbook will help you to get acquainted with our procedures and rules here at school. Please take a few moments and read over the handbook with your child. Please be sure to review the online checklist and sign (electronically or hard copy) any papers that require your signature. If you have any questions, please call or stop by the office and speak with us. We are here to listen and to serve you. Thank you for your time and support on this important matter.

OUR VISION AND MISSION

The Shasta Meadows staff is committed to helping all students achieve their highest potential by providing a positive, supportive environment through a wide range of experiences. We will nurture the intellectual, social, emotional, physical, and decision-making skills that empower each child to become a responsible and productive member of society. Working in partnership - with students, families, staff, and the community - we will achieve these goals.

Mission Statement
All students can be successful learners.
Success comes from effort, perseverance, grit, and a commitment to learning.

OUR CORE VALUES

Shasta Meadows uses The Leader In Me
as our operating system. This means we embrace the principles of The 7 Habits of Highly Effective People to focus on developing leadership skills in students, educators, and families. Our ultimate aim is to improve academic, behavioral, and social-emotional outcomes using these principles.

Our 6 Core Beliefs:

- **Everyone can be a leader.**
- **Everyone has genius.**
- **Change starts with me.**
- **Empower students to lead their own learning.**
- **Educators and families partner together to develop the whole person.**

ARRIVAL AND DEPARTURE

Your Child's Safety

Your child's safety is of utmost importance to you and to our staff. Working together, we can encourage your child to be safe and responsible. Our campus is gated and locked to enhance security. The main entrance gate next to the cafeteria is unlocked and accessible beginning at 7:15 a.m. until the primary bell rings for school to start (from 7:15 a.m. to 8:10 a.m.). The main gate near the kindergarten playground (north parking lot) is unlocked and accessible beginning at 7:35 a.m. These gates are once again unlocked and accessible from 15 minutes before dismissal to approximately 15 minutes after dismissal. When gates are locked, everyone should enter through our main office doors. As an additional security measure, the office doors are locked at all times, and visitors should ring the bell and identify themselves when the office staff answers. Staff will then release the door lock and invite you in. Visitors wishing to enter the school campus must sign in, have their I.D. cards checked through the Raptor system, and wear a visitor's pass while on campus. Our office is open from 7 a.m. to 4 p.m. Monday through Friday. As a reminder, supervision for students does not begin until 7:15 for 1st through 5th-grade students, and **supervision for both TK and Kindergarten students does not begin until 7:35**. TK and Kindergarten students arriving before 7:35 must be dropped off at the cafeteria and remain there from 7:15-7:35.

Starting and dismissal times

Regular Day		
	Start Time	**End Time**
TK/Kindergarten through 3rd Grade	**8:10 a.m.**	**1:53 p.m**
4th and 5th Grade	**7:40 a.m.**	**1:53 p.m.**

Minimum Day		
TK/Kindergarten through 3rd Grade	**7:50 a.m.**	**12:50 p.m.**
4th and 5th Grade	**7:40 a.m.**	**12:51 p.m.**

Students **may not** arrive at school prior to 7:15 a.m. Playground supervision begins at 7:15 a.m. for students in grades 1-5. Supervision for TK/Kindergarten students begins at 7:40 a.m. on the Kindergarten and TK playgrounds. Students who participate in our breakfast program may do so until 5 minutes before his/her class begins. Please allow enough time for your child to eat before the bell rings. Instruction begins promptly, and it is important that our students have a chance to get settled in their classroom.

Students are NOT ALLOWED to wait unattended on school grounds before school or after school hours. The district does not provide supervision for students after school unless they are enrolled in Expand (our after school program) or are participating in an extracurricular activity. Please arrange for someone on your child's emergency card to pick up your child within 15 minutes of the end of the school day. Thank you for your support in ensuring the safety of our students.

For children who walk to school or to the bus stop, please remind your child to:

- leave home in plenty of time to get to the bus stop or school grounds without rushing.
- refuse to enter strange automobiles.
- never leave the school with any person until reporting to the teacher or the office.

- remain on campus until time to go home or an authorized person comes for them.
- wear a helmet and ride his/her bike on the right side of the street.
- cross the street using the crosswalk.

Walking to School
Students who walk to school must go directly from home to school in the morning and directly from school to home in the afternoon. It is extremely important that children follow all safety rules.

Parent Parking Rules
Students who are being picked up will be waiting in the Kindergarten playground area only. You may use the outside lane in the north parking lot (the lane closest to the school) to wait in your car for your child in the afternoon or to drop them off in the morning. The inside lane is for you to drive through once you have dropped off or picked up your child. Please do not leave your car unattended if you choose to use the loop for pick-up/drop-off. If you need to exit your vehicle when picking up your child, please park in the parking stalls located in the north and south parking lots. The south parking lot lanes (near the cafe) are for buses only. These procedures are for your child's safety and to help alleviate traffic problems. We appreciate your patience and cooperation.

Bus Riders
Please review the information included in the District Handbook.

VISITORS

We ask, for safety purposes, that all visitors and volunteers check into the office first, before heading down to the classroom and/or playground, so that we know who is on campus at all times. You will need a valid identification in order to check in. We use the Verkada security system for visitor check in.
If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students. Due to insurance regulations, we cannot allow visiting students to attend classes for the day.

STUDENT ACTIVITIES

Student Leadership
Developing Student Leadership is very important to us at Shasta Meadows. There are many opportunities for students to develop their leadership skills including a Leadership Club called our Student Lighthouse Team for 5th graders and Schoolwide Leadership Jobs for all grade levels. Students apply for these positions and are then chosen and trained. These positions are many and varied and become available each trimester.

Just Say No Club
Intermediate students are encouraged to participate in a variety of fundraisers and fun activities sponsored by our Just Say No Club. Students meet regularly to discuss and learn about the negative impact of illegal drug and alcohol use. This club manages our Red Ribbon Week each fall when our entire campus focuses on drug-free, healthy living.

Intermediate Choir
Students in the 4th and 5th grades may participate in an intermediate choir that gives them an opportunity to sing and learn new types of music.

Other Clubs
Other choices for clubs may be offered throughout the year depending on interests and staffing. Some of the clubs previously offered which we would like to continue to offer include an art club, service club, baking club, craft club, genius hour, garden club, and science/STEM club.

Music
Students receive music lessons from a designated music teacher. Instruction focuses on rhythm, harmony, and tempo. The instructor introduces students to percussion and wind instruments and gives them a chance to showcase their learning by scheduling performances for families one to two times per year.

Art
Students also receive art lessons from a designated art teacher. Instruction focuses on form and composition along with a look at a variety of artists and their modalities. Student art is displayed throughout the campus so that our school community can celebrate our budding artists. The students learn about different mediums and art history. They exercise observation skills and grow in their confidence as unique creatives.

SPORTS

Shasta Meadows Sports Philosophy
These activities are a privilege, voluntary in nature, and not required. They are not part of the regular education program, rather, they are offered as an extension of the regular school day. The purpose of these teams is to teach skills, allow for playing time to practice these skills, and learn good sportsmanship and fair play, rising above adversity to persevere and finish. Also, the team members should have fun. Winning is nice, but it should not be the primary focus of elementary sports. Therefore, the expectations for the after-school sports program encompass the standard student behavior plan as outlined in this book. Students who are chosen for a sports team will receive a copy of the District.Athletic Sports Packet. Within it, specific guidelines for parents/guardians are explained. Violation of the parent/guardian guidelines could result in one or more of the following: a warning, removal from the venue, suspension, or further discipline to be decided by the administration.

Lunch Sports
Lunch intramurals are open to all third-, fourth-, and fifth-grade students who wish to participate.
The focus is to allow the student to have exposure to sports and develop team spirit. Sportsmanship and fair play are emphasized. Basic skills are taught as needed.
Children will be removed from the game at the coach's discretion for rough play, unsportsmanlike conduct, or continued non-participation.
A child who has been given a behavior consequence may not be allowed to play in that day's game.

After School Sports:

- ★ Students will try out for the teams and cuts will be made. Not every child who tries out will make the team.
- ★ Every child on the team will play equal time (to the best of the coach's ability).
- ★ Transportation to the games and practices is the parent's responsibility.
- ★ If the team uniform is lost, it is to be replaced by the team member at the actual cost.
- ★ If a team member is suspended, misses 2 practices or games due to after-school detentions, or gets a referral, they may be dropped from the team.
- ★ Children who are continuously disruptive during practices will be removed from the team at the coach's discretion.
- ★ If your child cuts or misses practice without an excuse, he/she will not play in the next game.
- ★ Attendance at school on the day of the game/event is a requirement for participation.
- ★ Parents are expected to model good sportsmanship for their children. Negative comments and/or sounds towards the other team, arguing with the referee and/or umpire, coaches, and/or parents of the other team are not appropriate and will not be tolerated. Concerns or questions will be addressed to the coaches in a reasonable and respectful manner.

AFTER-SCHOOL PROGRAM (Expand!)

Our after-school program is called Expand!, and it provides supervision and enrichment activities until 6:00 p.m. on all school days. The program is academically based and offers tutoring, physical recreation, and mentoring. Tuition is based on a sliding scale, to help families afford the program. Space is limited, so submit your application through your PowerSchool Parent Portal as soon as possible. The Shasta Meadows EXPAND phone number is 530-224-4184 or call the EXPAND office at 530-224-4223.

PARENT INVOLVEMENT

Parent Teacher Organization (PTO)

The Parent Teacher Organization meets once a month at the school site. All parents, teachers, and community members are encouraged to attend. The PTO sponsors many activities each year for the benefit of the students and the school. Some of these activities may include an annual carnival, skating parties, distributing food baskets during the holiday season, a movie night, and a family dance. The PTO organizes the main school fundraisers to help support and enhance programs and offerings at Shasta Meadows.

School Site Council

The Shasta Meadows Site Council is composed of parents, teachers, classified staff, and administration. The purpose of the council is to oversee the school's Title I program and budget the money received from the state for school improvement. If you are interested in serving on the School Site Council, please contact our office.

Parent Volunteers

Parents are encouraged to participate in their child's education. There are a number of ways to volunteer: assisting in the classroom, preparing materials, listening to students read, assisting with fund-raising events, and helping on class field trips. Volunteers will be utilized at the discretion of the school. For safety purposes, we ask that all parent volunteers check into the office so that we know who is on campus at all times. If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students.

HOME/SCHOOL COMMUNICATIONS

Parent Square

Our district uses Parent Square for home-school communication. Parents may choose to download the app (Android or iOS) for simplicity. There are many benefits to using the app such as the ability to choose when your messages arrive and the ability to review old messages, but if you do not wish to use the app, all Parent Square communications will arrive via your email and/or text messages. The app also allows you to send messages quickly and easily to your child's teacher and principal.

Weekend Update

Each Sunday at 1:00 p.m. the principal will push out a Parent Square notification called Weekend Update. Formatted in an easy-to-read style, this message will share the important details for the week ahead with the occasional look into the future for major "mark-your-calendar" events. Please be sure you either use the Parent Square app or have your most current email and phone number in PowerSchool so that you can glance at this notification and stay aware of important events, minimum days, and other opportunities for the week ahead.

Parent Newsletter-Tiger Talk

Our parent newsletter, Tiger Talk, is a rich resource detailing upcoming events, important dates, and school policies. It is a web-based newsletter and is sent home via Parent Square. This communication typically goes home monthly but may be sent out more often if extraordinary circumstances arise. Please look for it, as it is one of the main modes of communication for the school.

Facebook

You can follow Shasta Meadows on Facebook at Shasta Meadows Elementary School. Be sure to include the word "school" to get the correct, active Facebook group.

Parent Conferences

Two conferences are scheduled during the year to share information about your child's social and academic progress. A parent/teacher conference is held in November to allow you and your child's teacher to discuss his/her progress during the 1st Trimester. You will also have the opportunity to set goals with the teacher, for your child. Another parent/teacher conference will be held in March to share the academic growth that has occurred. Minimum days are scheduled during each of these conference weeks for your convenience. Should you have a question or concern about your child at other times throughout the year, please do not hesitate to contact your child's teacher. We are always eager to communicate to ensure your child's successful education.

Report Cards

Report cards are handed out at parent conferences in November and thereafter are available online by logging into the PowerSchool Parent Portal with your unique login and password.

STUDENT ASSISTANCE Team (SAT)

When a parent, teacher, or administrator is concerned about a child's social, emotional, or behavioral progress, an SAT meeting is held. The teacher, administrator, school counselor, and parent may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to outside community resources, a behavior plan, and/or a follow-up team meeting. A parent, teacher, and/or administrator may request an SAT meeting.

Student Study Team (SST)

When a parent, teacher, or administrator is primarily concerned about a child's lack of academic progress, an SST meeting may be held. The parent, teacher, administrator, resource specialist teacher, and any other concerned individual may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to our Title I program or a request for in-depth testing to discover the nature of the learning difficulty. A parent, teacher, and/or administrator may request an SST.

DISCIPLINE

A Shared Responsibility

A child's education includes not only learning academics but also learning to become a responsible member of society. At Shasta Meadows, we do this by modeling appropriate behaviors, setting consistent guidelines, recognizing positive behavior, helping students learn from mistakes, and allowing students to experience appropriate consequences for their actions.

The goal to foster responsible citizenship can only be accomplished by a combined effort of the home and school. Our staff has appreciated the parental support of the school community in the past and looks forward to this continued partnership in the future.

Basic Behavior Expectations

Be Safe. Be Responsible. Be Respectful. Be Ready.

SHASTA MEADOWS SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do?
Walkways	• I walk quietly with my hands at my side • I keep my hands to myself • I respect the personal space of others • I keep walkways clean and pick up litter • I always stay on the walkways
Bathrooms	• I leave the bathroom neat for the next person • I flush the toilet and wash my hands • I use only the paper towels I need and throw them away • I take appropriate bathroom breaks • I respect the privacy of others • I keep food & drinks out • I keep my voice level respectful
Playground	• I include everyone in games and play safely • I follow the rules of the game and take turns • I am respectful of yard supervisors and others • I stop playing when I hear the bell and take a knee • I throw away my trash and put equipment away • I keep my hands/feet to myself • I respect playground equipment

Assemblies	• I walk into the gym quietly with my class • I wait patiently for the assembly to start • I am aware of others and give personal space • I am a polite audience member • I observe the time-out/give me 5/quiet coyote signal
Arrival/ Dismissal	• I arrive after 7:15 (breakfast) or 7:30 (not eating breakfast) • I stay in my designated, supervised area • I get picked up after school within 15 minutes or call home from office
Pick-up/Drop-off Areas & Parking Lot	• I always walk • I have an adult with me to get to my parent/parents' car • I wait on the bench or touching the fence and look for my ride • I am ready so I can get in/out of car quickly • I wait patiently in line until an adult tells me to board the bus • If I walk home, I wait at the designated place for an adult to walk me off campus and/or across the crosswalk
Cafeteria	• I raise my hand to be dismissed • I use an inside voice • I clean up after myself • I eat only *my* food and obey nut-free zones • I say "please" and "thank you"
Computers	• I practice digital citizenship • I treat equipment with care • I carry the Chromebook with two hands • I use my Chromebook as a tool to learn
Library	• I treat books and equipment with care • I enter quietly and only when an adult is present • I am respectful and quiet • I use good manners
Main Office	• I enter quietly and wait patiently • I use "please" and "thank you" • I limit my visit to one or two people at a time

PROGRESSIVE AND RESTORATIVE DISCIPLINE PLAN

Progressive and restorative discipline uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors and builds on those strategies to develop positive behaviors. It also considers the previous discipline history of the student and all relevant factors including mitigating factors. Behavioral infractions are sorted into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences. In all cases, administrative discretion will be exercised. For students with special education needs, interventions, supports, and consequences are consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan.

PREVENTION STRATEGIES: Our progressive discipline plan includes prevention strategies designed to promote healthy relationships and appropriate behaviors. Those include *Second Step* and *The Leader in Me* (social-emotional curricula), *Love & Logic* (parenting and discipline practices), *Capturing Kids' Hearts* (a culture and climate program that focuses on relationship building), schoolwide bullying prevention education, and PBIS (Positive Behavioral Interventions and Supports).

EARLY AND ONGOING INTERVENTION: The use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviors. Early strategies provide students with appropriate supports where required and result in an improved school climate. Such classroom strategies include contact with parents, detentions, verbal reminders, review of expectations, loss of a special classroom activity/privilege, and/or an additional work assignment that includes a learning component. Ongoing interventions may also be required for some students to help sustain and promote positive behaviors and to address underlying causes for the inappropriate behavior. Ongoing interventions may include teacher/administrator meetings with parents, volunteer service to the school community, peer mentoring, and/or a referral to counseling.

IN-SCHOOL OPTIONS: Specific alternatives used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions that dictate logical consequences and assist students as they work to improve their behavior. Alternatives serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, mentor services, SAT (Student Assistance Team) referral, teacher/parent/administrator/student conference, parents' attendance at school with student, in-school supervised suspension, a written or verbal apology to the victim, written reflections, restorative measures, law enforcement discussions with student/parents, conflict mediation, campus beautification, time-out, mentoring by an older peer or adult, anger management or social skills education, referral to the School Attendance Review Board (SARB), or placement in an alternative educational setting when necessary.

CLASSROOM RULES AND PROCEDURES: Teachers employ classroom management procedures for the purpose of supporting and maintaining a safe and productive learning environment for all students. Our teachers set the foundation for their classroom expectations by creating a Social Contract **with** their students and having students sign their agreement to follow the contract. Teachers may refer students to administration for discipline purposes as needed in which case the following Discipline Matrix will be applied as appropriate-

Shasta Meadows Elementary School-Wide Behavior Plan

Our goal is to develop respectful, responsible, and safe citizens who are ready to learn.

Level 1 Choices

Level 1 choices are handled by the teacher. Students may receive a Caution Card.

Level 1 Choices	
• Not following directions • Excessive talking/disrupting the learning of others • Running in walking areas • Inappropriate language/actions • Refusal to complete assignments/participate in learning activities	• Persistent interrupting • Misuse of materials/technology • Out of class without a purpose • Hurtful notes/pictures • Teasing/putdowns/name-calling • Violation of school dress code

Level 2 Choices

Level 2 choices are handled by the teacher with documentation of behavior and actions. Parent contact is strongly suggested. Three or more Caution Cards (for the same offense) equal a Red Ticket (referral).

Level 2 Choices	
• Disrespect of adult/arguing • Continued inappropriate actions/ language • Continued refusal to complete assignments/participate in learning activities • Repeated violation of school dress code	• Open defiance/refusal • Cheating/lying • Throwing objects • Physical aggression • Escalation of Level 1 offenses

Level 3 Choices

Level 3 choices are handled by administration and teachers. Parent contact is always made.

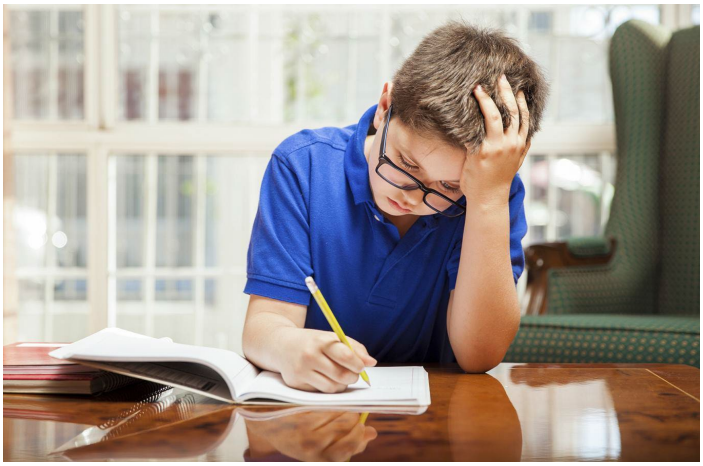
Level 3 Choices	
• Repeated disrespect for authority • Fighting • Obscene gestures/Ethnic slurs • Inappropriate touching • Damaging property • Direct and willful disobedience of school rules & policies • Deliberate & continued violation of school dress code	• Bullying (including cyberbullying) • Threatening/taunting • Threatening bodily harm • Stealing/Forgery • Habitual use of profanity • Pulling the fire alarm • Harassment, including sexual harassment • Deliberate misuse of technology

Zero Tolerance-Suspension/Expulsion
• **Weapons/facsimile of a weapon/dangerous instrument** • **Assault with intent to injure another student** • **Leaving school without permission** • **Possession or use of a controlled substance**

CELEBRATING SUCCESS AND ACHIEVEMENT-

SCHOOL REWARDS AND RECOGNITION FOR POSITIVE BEHAVIOR AND ACADEMIC SUCCESS:

- **Shout Outs**- written by students or adults recognizing positive actions. These are read each week on the schoolwide Weekly Message and a certificate is on display in the office hallway then sent home with the student at the end of the trimester.
- **Classroom rewards** are designed and implemented by the teacher.
- **Tiger Spirit Prizes**- each Friday, we show our Tiger pride by wearing school colors or a shirt with our school logo or other tigers. Students are recognized for wearing their pride. Purchase of a school t-shirt is NOT required. Students can wear any shirt with a tiger or with our school colors of blue, orange, and white.
- **Monthly Awards Assemblies** recognizing Student of the Month, Excellent Effort, and Citizenship.
- **Trimester Awards** include an additional recognition of students who've displayed G. R. I. T. (Goal-setting, Resilience, Initiative, and/or Tenacity). GRIT recipients receive a special "GRIT" T-shirt.
- **Weekly** reward activities (for students with appropriate school behavior and those who have completed their classwork/homework throughout the week).
- **Attendance awards and incentives** are offered for students with excellent attendance. Students are rewarded each month that they do not miss a school day and again at the end of the year.
- **Monthly** rewards/recognitions for students who have had no behavior referrals may include extra recess, food rewards (with reasonable nutritional value) such as fruit popsicles, cocoa, etc., monthly themed events, and additional free choice time.
- **Yearly Behavior Rewards** for students who have had no behavior referrals for the entire year may include special field trips or on-site experiences such as a movie in the gym, specialty athletic games, or food rewards (again, we are committed to nutritional balance and reserve ice-cream and other treats for special occasions).



HOMEWORK

To reach the high academic goals that we have at Shasta Meadows, we need to form strong partnerships with parents. Part of that partnership is extending classroom learning through homework each week. Please take time each night to check with your child about what they are learning. These conversations can make a difference in how they feel about their education.

Purposes of Homework

- ★ Provide practice and reinforce concepts already taught in the classroom.
- ★ Develop good study habits and a positive attitude, and serve as a message to students and parents that learning takes place outside the school as well as inside the school.
- ★ Be completed independently, without parental influence except when students are struggling to complete the homework.
- ★ Increase communication between the home and school.
- ★ Promote wise planning and good time management skills.
- ★ Be necessary and useful, as well as appropriate to the ability and maturity level of students.
- ★ Be well-explained and clearly understood by students and parents.
- ★ Be useful to teachers to monitor student learning toward academic standards.

We plan for students to have homework approximately four nights a week. The times listed below are guidelines. Independent reading may include reading with or to the child in kindergarten and first grade and silent reading or reading aloud in grades 2-5.

GRADE	DAILY INDEPENDENT READING	OTHER SUBJECTS
Kindergarten	10-15 minutes	10-15 minutes
First Grade	10-20 minutes	10-20 minutes
Second Grade	15-25 minutes	15-25 minutes
Third Grade	20-30 minutes	20-30 minutes
Fourth Grade	25-35 minutes	25-40 minutes
Fifth Grade	30-45 minutes	30-45 minutes

TEACHER'S RESPONSIBILITY

Teachers should ensure that:

- homework assignments are clearly explained and understood by students.
- homework is used to practice and reinforce skills taught in the classroom.
- students understand the concepts and have the skills necessary to complete the assignments independently at home.
- students are provided regular feedback on the homework assigned.
- parents have a clear understanding of their role in helping their child, the amount of time expected for students to complete the assignments, and the schedule or expectations of when work will be due.
- parents are informed when student class work is not completed and that it may affect their overall achievement.
- modifications are made when necessary.

PARENTS' RESPONSIBILITY

Parents should ensure that:

- students are provided a time and place each evening for quiet study without distractions to complete their work.
- children are encouraged to complete their work on time.
- children organize materials and establish a routine so that work completed is returned to school when due.
- the work your child completes is his/her own.
- they are supportive of the classroom teacher and if confused or upset with an assignment, the student will work independently with the teacher to correct the confusion.
- they are supportive and assist their child when their child becomes frustrated. This should include helping them understand how to complete the work on their own.
- communication takes place with the teacher if the work is too difficult or requires an excessive amount of time.

STUDENT'S RESPONSIBILITY

Students will ensure that:

- they write down the assignments due.
- assignments are clearly understood and ask questions if necessary.
- a time is set aside along with a place each evening for quiet study without distractions in order to complete their work.
- work completed is their own.
- materials are organized and a routine is established to ensure that work completed is returned to school when due.

Note: If students exceed the maximum minutes listed above on a regular basis, parents are encouraged to talk with the classroom teacher. If the situation is not remedied, parents are encouraged to talk with the principal. Students who do not use classroom time wisely may need to complete classwork in addition to the minutes listed above.

PRINCIPAL'S RESPONSIBILITY

The Principal will:

- ensure that parents and staff are informed of the homework policy and monitor implementation and management of the policy.
- work with families to provide resources as needed to help ensure that students have the ability to complete their work at home.
- seek feedback on a regular basis from parents, students, and teachers regarding the amount of time required to complete homework assigned on a nightly basis.

Modifications

It is vital that teachers monitor homework assignments to ensure that the homework is appropriate for the students. This includes students who are struggling academically, have learning disabilities, and who find the work too easy. Examples of modifications appropriate for different types of learners follow.

For struggling students or students with learning disabilities:

- ★ shortened assignments.
- ★ additional instruction to ensure that homework is clearly understood.
- ★ provide parents with appropriate ways to help their children complete their work.
- ★ awareness of the time required for students to complete the work; an expectation that students will work according to the time allotted per grade level.
- ★ teach specific organizational tools to complete the work assigned.

Students who find the work easy or demonstrate successful mastery of work expected:

- ★ should not be punished with lengthened assignments or extra work.
- ★ may have altered assignments with a few problems that approach the required application differently (i.e., word problems, etc.).
- ★ may have assignments in another subject area than the area in which they have mastery.

SPECIAL PROGRAMS OFFERED AT SHASTA MEADOWS

Individual and Small Group support

Shasta Meadows staff utilizes programs designed to help children who are achieving below average in reading and/or mathematics. Students with the greatest need will receive instructional support on a one-to-one or small-group basis from certificated teachers and instructional aides.

Individual Education Plan (IEP)

Students who have been identified as needing special education services may receive these services only after a parent has agreed to the testing and receiving of special services. This process is accomplished through a meeting attended by the parent, the teacher, the administrator, and/or other educational professionals. An eligibility meeting is held only when special education services are being considered; otherwise, a meeting regarding a child's progress is handled through a Student Study Team.

Resource Specialist

The Resource Specialist teacher provides assistance to those students who have been identified through the IEP process as performing significantly below their academic ability. These students receive small group or one-on-one assistance for part of the instructional day.

Special Day Class

The Special Day Class serves learning-disabled students who need more support than that provided in the Resource Specialist Program (RSP). These students spend more than fifty percent of their school day in the Special Education Class as well as participate in school-wide activities.

Speech Services

A certificated speech therapist assists students at Shasta Meadows who qualify for help with speech and/or language. In addition, the speech teacher screens students and tests students referred for services. A student may not receive speech assistance without an IEP and parent consent.

ELD (English Language Development)

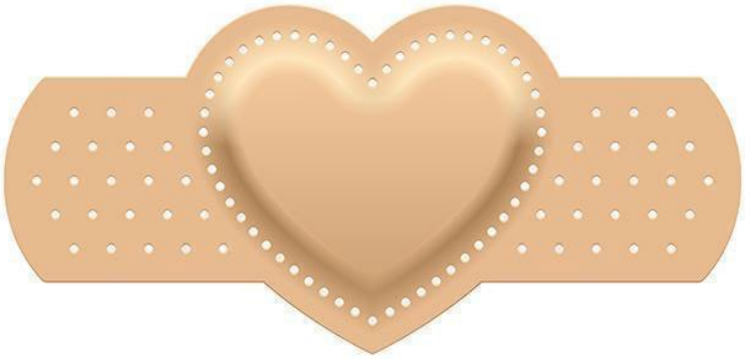
Students with a primary language other than English may receive additional resources to achieve student success.

District Psychologist

A district psychologist is available for testing of students, attending Student Study Team meetings and IEPs, and working with small groups of students as needed. Parent permission must be obtained before any of these services are provided.

Counseling Services
A counselor is available for students who need emotional support or social needs counseling. A permission slip is required to receive this service (except in cases of emergency).

Library Services
We are eager and excited to offer outstanding library services, Monday through Friday, to both students and staff. Students will have scheduled library time with their class. The policy will be one book borrowed per student for grades TK-1, two books for grades 2-3, and 3 books for grades 4-5. If a book is lost or returned damaged, the student/parent is responsible for payment to replace the book. Fines are not charged for overdue books, but we do encourage a timely return of library materials. Possible consequences for lost or damaged books include lost privileges and replacement charges. We look forward to serving your library needs.



HEALTH SERVICES

District Nurse
The Enterprise School District nurse is available for state-mandated vision and hearing tests. Students may be referred to physicians based on test results. In addition, the district nurse supports the school in emergency situations.

Health Clerk
Shasta Meadows Elementary School has a health clerk on campus each day in order to administer minor first-aid or physician-required medications. In addition, the health clerk helps contact parents about the required physical for TK/1 students and maintains emergency and medical records for all students.

First-aid
First aid, defined as immediate, temporary care given in case of an accident or sudden illness, will be given when deemed necessary. In case of an accident requiring the services of a doctor, every attempt will be made to contact the parent or guardian prior to the child being sent to the hospital. Costs for medical care and ambulance service are the parent's responsibility. Because young children can get very sick very quickly, we request that parents notify us immediately of any changes in addresses, phone numbers, and emergency contact information.

FOOD SERVICES

Because school funding is based on the number of students close to or below the federal poverty level, we request **all parents fill out a school lunch program form**. Due to the nature of the information you are providing, the completed form is kept confidential, and site staff is not privy to this information. If your circumstances change during the year – loss of a job or temporary changes in work hours, please fill out another form.

Breakfast Program

A breakfast program is offered to all students at Shasta Meadows. Breakfast is served from 7:15 until 5 minutes prior to class start time. Please make certain your child arrives early enough to eat breakfast and arrive in his/her classroom on time. A tardy slip will be issued to students entering the classroom late.

Lunch Program

Your child may bring a sack lunch to school or receive a hot lunch from our cafeteria.

2026-2027 Food Program

Shasta Meadows qualified to participate in a program called Community Eligibility Provision for the 2026-2027 school year. All students may eat breakfast and lunch at no charge.

welcome to Shasta Meadows

It's going to be a great year!

2026/2027
DISTRICT HANDBOOK FOR PARENTS, GUARDIANS, AND STUDENTS

www.eesd.net • 1155 Mistletoe Lane, Redding, CA 96002
Phone: 530-224-4100 Fax 530-224-4101

Alta Mesa • Boulder Creek • Lassen View • Mistletoe • PACE Academy • Parsons • Redding Collegiate Academy • Rother • Shasta Meadows

PARENTS/GUARDIANS

PLEASE COMPLETE ALL OF THE REQUIRED BEGINNING OF THE YEAR FORMS LOCATED IN THE **POWERSCHOOL PARENT PORTAL**

A MESSAGE FROM THE DISTRICT

Dear Enterprise Elementary School District Families:
We are grateful that you have entrusted us with your child at our award-winning schools and outstanding teachers and staff members. Thank you for choosing Enterprise Elementary School District!

This Handbook for Parents, Legal Guardians, and Students for the 2026-2027 school year provides helpful information including District programs, policies, and contact information.

In order to generate a cost savings, we are again combining the Enterprise District Handbook and the Rights of Parents, Legal Guardians, and Students Booklet, which provides information concerning state and federal laws that affect you and your child. This handbook includes a summary of the required laws and references to Education Code (EC), United States Code (USC), Code of Federal Regulations (CFR), California Code of Regulations (CCR), and the Health and Safety Code (HSC) and Welfare and Institutions Code (WIC). For the purpose of this handbook, "parent" refers to parents and/or guardians.

Again, thank you for entrusting your children to our staff. We are honored to have this opportunity to educate your children, and we welcome your participation in your child's education.

Sincerely,

Heather Armelino,
Superintendent

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ANNUAL NOTIFICATIONS

Please find the following notices on our website at www.eesd.net

- Cancer Prevention Act
- Herbicide/Pesticide Use
- Know Your Education Rights
- Opioid Information Sheet
- Safe Storage of Firearms
- Sudden Cardiac Arrest Information for Athletes & Parents/Guardians
- Suicide Prevention Policy
- Weather Safety Protocols

TELEPHONE NUMBERS

SCHOOLS

Alta Mesa	**(530) 224-4130**
Boulder Creek	**(530) 224-4140**
Lassen View	**(530) 224-4150**
Mistletoe	**(530) 224-4160**
PACE Academy	**(530) 224-4236**
Parsons	**(530) 224-4190**
Redding Collegiate Academy	**(530) 224-4240**
Rother	**(530) 224-4170**
Shasta Meadows	**(530) 224-4180**

AFTERSCHOOL PROGRAMS (EXPAND!)

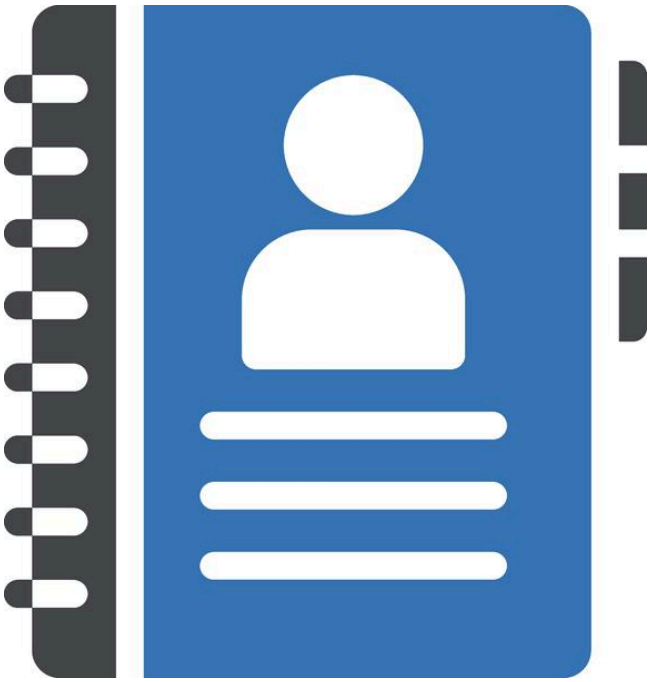
Alta Mesa	**(530) 224-4225**
Boulder Creek	**(530) 224-4164**
Lassen View	**(530) 224-4159**
Mistletoe	**(530) 224-4169**
Parsons	**(530) 224-4222**
Rother	**(530) 224-4179**
Shasta Meadows	**(530) 224-4184**

PRESCHOOLS (530) 224-4178

Alta Mesa Preschool	**(530) 224-4139**
Boulder Creek Preschool	**(530) 224-4148**
Lassen View State Preschool	**(530) 224-4477**
Rother State Preschool	**(530) 605-2524**
Rother Preschool	**(530) 224-4177**
Shasta Meadows State Preschool	**(530) 224-4184**

OTHER

District Office	**(530) 224-4100**
Transportation	**(530) 224-4120**
Shasta County Office of Education	**(530) 225-0200**



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

2026/2027 SCHOOL CALENDAR

JULY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST (14)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER (21)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER (22)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (15)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	**17**	**18**	**19**	**20**
23	24	25	26	27
30				

DECEMBER (14)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	**18**
21	22	23	24	25
28	29	30	31	

JANUARY (18)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY (15)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH (19)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	**16**	**17**	**18**	**19**
22	23	24	25	26
29	30	31		

APRIL (19)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY (20)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE (3)				
M	T	W	T	F
	1	2	**3**	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

HOLIDAYS/RECESSES

Labor Day	09/07
Veterans Day	11/11
Thanksgiving Recess	11/23 - 11/27
Christmas Recess	12/21-1/04
Martin Luther King Day	01/18
February Recess	02/15 - 02/19
Presidents' Day	02/15
Lincoln's Day (Observed)	02/16
Spring Recess	03/26 - 04/05
Good Friday	03/26
Memorial Day	05/31
Juneteenth (Observed)	06/18

IMPORTANT DATES

Staff Work Day	
Instructional Days (180)	
Staff Development Days	◇
Buy Back Day	△
Minimum Days	
Observed Holidays	○
Emergency Day Makeup	⬚
Training Deadline	☆

Parent/Teacher Conferences	11/16 - 11/20
Parent/Teacher Conferences	03/15 - 03/19
Trimester Dates	
11/06	1st
03/05	2nd
06/03	3rd

If Emergency Day is not needed, Buy Back Day will be moved to 06/04

Board Approved: November 5, 2025

EMERGENCY

EMERGENCY INFORMATION AND SCHOOL CLOSING INFORMATION

IN CASE OF EMERGENCY Parents/guardians are required to provide the school with current emergency contact information. Please notify the school immediately whenever any contact information changes. Required information includes current home address(es), telephone number(s), employer/business contact information, and the names, addresses, and telephone numbers of one or more adults authorized to care for your child in an emergency if a parent/guardian cannot be reached. Emergency contact information will be used only for emergency situations or other authorized school purposes.

In the event of an emergency, please do not call or come directly to the school unless directed to do so. Telephone lines must remain available for emergency personnel and critical communications, and roadways should remain clear for emergency vehicles. The District will communicate with families as quickly as possible using available communication methods, including the District's automated phone, text, and email notification system (ParentSquare), the District website, official social media accounts, and local news media, as appropriate. Families will receive instructions regarding the nature of the emergency, student safety, reunification procedures, if necessary, and when and where students may be picked up. If student reunification is required, students will only be released to individuals listed as authorized contacts in the District's student information system, and identification may be required before a student is released.

The Enterprise Elementary School District maintains comprehensive emergency preparedness and response plans and conducts regular emergency drills throughout the school year. Staff members receive training in emergency procedures appropriate to their responsibilities. Designated personnel are trained in first aid, CPR, and the use of emergency medical equipment, as appropriate. The safety and well-being of students is our highest priority.

During an emergency, students are expected to follow the directions of school staff. If students are riding a school bus, they should follow the instructions of the bus driver. If students are walking or riding a bicycle to or from school when an emergency occurs, they should continue safely toward their intended destination unless otherwise directed by emergency personnel or school officials.

SCHOOL SAFETY PLAN [EC§§32286, 32288] Each school reviews and updates its safety plan by March 1. The plan includes an earthquake emergency procedure system, safety drills, and a disaster policy for buildings with a capacity of 50 or more people. Each school reports on the status of its plan and includes a description of its key elements in its annual School Accountability Report Card.

SCHOOL CLOSINGS: If schools are closed or schedules are modified due to emergencies, inclement weather, or other unforeseen circumstances, the District will notify families as quickly as possible through the District's automated phone, text, and email notification system (ParentSquare), the District website, official social media accounts, and local news media.

For updates, please visit **www.eesd.net** and listen to KQMS Radio (AM 1670, FM 105.7, FM 104.9). Please listen specifically for announcements regarding the Enterprise Elementary School District, as the Redding School District and Enterprise High School are separate districts and may have different schedules or closure decisions.

If severe weather or another emergency develops after the school day has begun, schools will generally remain open for the remainder of the school day unless conditions warrant an early dismissal or other action. Families will be notified promptly if an early dismissal or student reunification becomes necessary.

Parents/guardians may pick up their child during weather-related emergencies if they determine it is necessary. If school bus transportation is suspended due to weather or unsafe road conditions, students will remain safely supervised at school until they are picked up by a parent/guardian or another authorized emergency contact.If you have questions about the District's emergency preparedness procedures, please contact your child's principal.

ATTENDANCE

MINIMUM AGE OF ADMISSION TO TRANSITIONAL KINDERGARTEN and KINDERGARTEN [EC§48000] Students who are 5 years of age on or before September 1 may enroll in kindergarten. Students who turn 4 years of age by September 1, have the opportunity to enroll in transitional kindergarten (TK). TK provides 4 year olds with a valuable opportunity for early learning in a high-quality school program with a curriculum that is age and developmentally appropriate. Children in TK are given time to further develop their social and emotional skills and gain readiness to actively engage in academics when they start kindergarten. TK is a free, full day program, including the opportunity for after school care like other grade levels. However, parents can still opt to enroll their 4 year old in a preschool program instead.

MINIMUM DAYS/STAFF DEVELOPMENT DAYS [EC§48980(c)] Minimum Days are indicated on the school year calendar provided and are generally on the first Monday of the month and during the week of parent conferences. At least one month's notice will be given if the minimum day schedule changes.

ABSENCES [EC§48200] Daily school attendance is compulsory for children aged 6-18. Please review the school calendar provided and plan activities and vacations during non-school days. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

The state awards funding to school districts only for actual attendance; no longer do they fund for excused absences. However, truancy reports still rely on excused and unexcused absences. There are legal consequences if your child misses school excessively. Please call your child's school office to report an absence. A note and/or phone call from you must be received by the school within 72 hours to clear any excusable absences. Unexcused absences result in a recorded truancy. Per EC§48205, an elementary or secondary school pupil's absence shall be excused for the following reasons:

1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.
2. Due to quarantine under the direction of a county/city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's 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 or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
5. For the purpose of attending the funeral services or grieving the death of either a 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.

a. For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member, 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 relocation.

6. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
7. 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.
8. Middle and high school students may attend political or civic events for one day as an excused absence. [EC§48205,subd.(a)(12).
9. A student's participation in military entrance processing (MEPs).
10. For spending time with immediate family members who are active duty members of the military, and are leaving for or returning from deployment.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. 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. For purposes of this section, attendance at religious retreats shall not exceed one full school day per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

INDEPENDENT STUDY PROGRAM Independent Study is available so your child can keep up with his or her school work during absences. Short-term Independent Study can be utilized for 1 to 15 days. Please call the school office to make arrangements in advance.

TRUANCY [EC§§48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC270.1, 830.1; WIC601.3] The state-defined levels of truancy, and the associated penalties to students and parents, are:

- Habitual Truant: A student is truant after missing three days of school or 30-minute periods without a valid excuse.
- Truant: A student who is truant three or more times in a school year. An effort is made to meet with parents.
- Chronic Truant: A student who has missed 10 percent or more school days in a school year.
- Interventions: Students who are habitual truants or are disorderly may be referred to the School Attendance/Behavior Review Team (SART), Student Attendance Review Board (SARB), the district attorney's office, or the county probation department. These programs offer guidance for improving attendance or improving school behavior.
- Student Penalties for Truancy: The first instance will result in a letter to the parent/guardian to overcome attendance obstacles. The second instance an additional letter will be sent and parents/guardians will be requested to meet with site admin. The third may result in being referred to SARB or a district attorney program. The fourth places the student within the jurisdiction of the juvenile court, and the student may become a ward of the court.
- Parent Penalties for Truancy may include a fine or imprisonment.

The attendance clerk or designee making the referral of a student to SARB or the probation department will notify the

parent in writing and include the name and address of the SARB or probation department to which the matter has been referred and the reason for referral. The notice shall indicate that the student, parent, and referring person is required to meet with the SARB or the probation officer to consider a proper disposition of the referral.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)
SARB is a multi-disciplinary team that meets to explore options that may have been overlooked or unknown in attempts by the school or parents to resolve behavior or attendance problems. The guidelines for SARB are set forth in Ed Code, and school districts must adhere to these guidelines.

ATTENDANCE SARB
Total unexcused absences may be any combination of full day unexcused and/or unexcused tardiness over 30 minutes. Unexcused tardiness over 30 minutes includes both coming to school late and leaving school early. An initial notification of truancy or excessive absences can be sent after 3 unexcused or 5 excused absences; a second notification is sent after 6 total unexcused absences or 10 total excused absences, at which time a SART meeting is scheduled; a third notification is sent after 9 total unexcused absences or 15 total excused absences. The third notification, sent to notify parents/guardians that they might be referred to the County SARB board. Parents and the student are required to attend the SARB meeting which generally takes 30 minutes, and at the conclusion, a SARB contract is fashioned, and a copy is provided to all parties. Should the contract be violated, *i.e.*, there are any more unexcused absences or excessive excused absences), the fourth notification letter is sent to the parent/guardian and the parent/guardian may be referred to the District Attorney's Office for prosecution.

BEHAVIOR SARB
An initial notification is sent at the discretion of the administrator when the student's misbehavior has become habitual and unresolved at the classroom level. A parent meeting will be scheduled and held regarding the behavior issue. A second notification is sent at the discretion of the administrator after the first letter/efforts fail to address the student's behavior problem. This letter serves to notify parents/guardians of the time, date, and location of the SARB hearing. The SARB Board will evaluate the student's school placement, and a contract may be fashioned at/after the hearing.

SARB OUTCOMES It is the desire of the District and the SARB Board that a solution to attendance and/or behavior issues can be identified and implemented. Parents/Guardians of students who continue to have poor attendance following the SARB hearing may be referred to the District's Attorney's Office for prosecution. Students on an IEP or 504 are subject to SARB as per ED Code.

SARB APPEALS Families may appeal a local SARB at the county level. Requests for an appeal must be submitted to the Shasta County SARB Office within 10 calendar days of the date of the original SARB hearing, and the appeal may not be based solely on one's dissatisfaction with the decision of the local SARB; appeals will be heard only if it appears that there was a breach of due process.

INTERDISTRICT AND INTRADISTRICT ENROLLMENT [EC§§35160.5, 46600-46611, 48204, 48206.3, 48300-48315, 48980] If you wish for your child to attend another school in our District, please complete an Intradistrict Transfer Form which is available at the school office. Our district also allows students to transfer to or from other districts (interdistrict). For more information on these transfers, enrollment options, and alternative schools, and their associated forms, please contact the district office at 530-224-4100.

CHILDREN OF MILITARY SERVICE MEMBERS - RESIDENCY [EC §§48204.3] A child shall be deemed to meet the residency requirements for school attendance in a school district, if the child is a student whose parent/guardian is transferred, or is pending transfer to a military installation within the state boundaries of the school district while on active military duty pursuant to an official military order, and the student's parent/guardian has provided proof of residence in the school district within 10 days after the published arrival date provided on official documentation. The District must accept applications by electronic means for enrollment, including enrollments in a specific school or program within the District, and course registration.

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

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

For transferring students with disabilities, the receiving school district shall, upon notice, promptly coordinate with the student's parents and previous school pursuant to Section 56325 to ensure the timely exchange of records and to reduce any delays in the student receiving comparable services or accommodations including, but not limited to, implementation of their individualized education program, individualized family service plan, or plan pursuant to Section 504 of the federal rehabilitation act of 1973 (29 U.S.C. Sec. 794), as applicable. While awaiting the student's official records from the former school, the receiving school district may use unofficial records provided by a parent or guardian as the basis for the design and provision of services. (EC§§48204.3(e), 56325(b)(3).

RESIDENCY: PROOF OF RESIDENCY VERIFICATION DOCUMENTATION [EC§48204.1] Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, two of any of the following: (1) Property tax payment receipt (2) Rental Property contract, lease, or payment receipt (3) Utility service contract, statement, or payment receipt (4) Current pay stub issued by employer with employee's name and address on check (5) Correspondence from a government agency, which includes address (i.e., Social Security, Unemployment, Medi-Care, Medi-Cal, WIC) (5) If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student (6) If the student is resigning in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552.

RESIDENCY RETENTION FOR MIGRATORY CHILDREN [EC §§54441] Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code section 54441, must be allowed to continue in their schools of origin, regardless of any change of residence during that school year, for the duration of their status as migratory children. When a student's status as a migratory child changes during the school year, the school district must: (1) allow TK-8th graders to continue in their schools of origin for the remainder of that school year; and (2) allow 9-12th graders to continue in their schools of origin through graduation. Migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services.

RESIDENCY RETENTION FOR THE STUDENTS OF DETAINED OR DEPORTED PARENTS [EC §§48204.4]
Students retain residency in a school district, regardless of the students' current residency, when both of the following requirements are met: (1) The student's parent or guardian has departed California against his or her will, and the student can provide official documentation evidencing the departure; and (2) The student moved outside of California as a result of his or her parent or guardian leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state.

Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances.

IMMIGRATION ENFORCEMENT - "KNOW YOUR RIGHTS" [EC §§234.7] All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at https://www.oag.ca.gov/immigrant/rights

ATTENDANCE WHERE CAREGIVER RESIDES [EC§§48204(d), 48980(h)] Your child may attend the school district of his/her caregiver's residence if your child lives with a caregiver, as defined by law. An affidavit, sworn under penalty of perjury, by the caregiving adult is required to determine that your child lives in the caregiver's home.

INDIVIDUALIZED INSTRUCTION/TEMPORARY DISABILITY (EC §§48206.3, 48207-48208) Individualized instruction either: (1) at home, provided by the school district in which the student resides; or (2) in a hospital or other residential health facility, excluding state hospitals, 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 should notify the school district where the student receives care if an individualized instruction program is desired.

"Temporary disability" means a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program to which the student can reasonably be expected to return. "Temporary disability" does not include a disability that would qualify a student as a "student with exceptional needs" under Education Code section 56026.

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the district in which the hospital is located of the student's presence in the qualifying hospital, the district has five working days to notify the parent if individualized instruction shall commence within five working days.

Individual instruction in a student's home must commence no later than five working days after a school district determines that the student shall receive this instruction.

When a student receiving individual instruction is well enough to return to school, she/he must be allowed to return to the school that she/he attended immediately before receiving individual instruction was initiated.

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

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. (Ed Code §§ 48206.3(b)(2), 48207, 48207.3, 48207.5, 48208, and 48240(c).)

NOTICE OF ALTERNATIVE SCHOOLS [EC§58501] State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) 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. (e) 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, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

FOSTER CHILDREN; NOTICE OF EDUCATIONAL RIGHTS: Education Code section 48853.5

(a) This section applies to a foster child. "Foster child" means any of the following:

(1) A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
(2) A child who is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, whether or not the child has been removed from their home.
(3) A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
(4) A child who is the subject of a voluntary placement agreement, as defined in subdivision (p) of Section 11400 of the Welfare and Institutions Code.

(b) The department, in consultation with the California Foster Youth Education Task Force, shall develop a standardized notice of the educational rights of foster children, as specified in Sections 48850 to this section, inclusive, and Sections 48911, 48915.5, 49069.5, 49076, 51225.1, and 51225.2. The notice shall include complaint process information, as applicable. The department shall make the notice available to educational liaisons for foster children for dissemination by posting the notice on its internet website. Any version of this notice prepared for use by foster children shall also include, to the greatest extent practicable, the rights established pursuant to Section 16001.9 of the Welfare and Institutions Code. In developing the notice that includes the rights in Section 16001.9 of the Welfare and Institutions Code, the department shall consult with the Office of the State Foster Care Ombudsperson.

(c) Each local educational agency shall designate a staff person as the educational liaison for foster children. In a school district that operates a foster children services program pursuant to Chapter 11.3 (commencing with Section 42920) of Part 24 of Division 3, the educational liaison shall be affiliated with the local foster children services program. The educational liaison shall do both of the following:
(1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children.
(2) Assist foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records, and grades.

(d) A foster child's educational rights holder, attorney, and county social worker and an Indian child's, as defined in Section 224.1 of the Welfare and Institutions Code, tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

(e) This section does not grant authority to the educational liaison that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible adult appointed by the court to represent the child pursuant to Section 361 or 726 of the Welfare and Institutions Code, a surrogate parent, or a foster parent exercising the authority granted under Section 56055. The role of the educational liaison is advisory with respect to placement decisions and determination of the school of origin.

(f) (1) At the initial detention or placement, or any subsequent change in placement of a foster child, the local educational agency serving the foster child shall allow the foster child to continue the foster child's education in the school of origin for the duration of the jurisdiction of the court.

(2) If the jurisdiction of the court is terminated before the end of an academic year, the local educational agency shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue the former foster child's education in the school of origin through the duration of the academic school year.
(3) (A) If the jurisdiction of the court is terminated while a foster child is in high school, the local educational agency shall allow the former foster child to continue the former foster child's education in the school of origin through graduation.
(B) For purposes of this paragraph, a school district is not required to provide transportation to a former foster child who has an individualized education program that does not require transportation as a related service and who changes residence but remains in the former foster child's school of origin pursuant to this paragraph, unless the individualized education program team determines that transportation is a necessary related service.
(4) To ensure that the foster child has the benefit of matriculating with the foster child's peers in accordance with the established feeder patterns of school districts, if the foster child is transitioning between school grade levels, the local educational agency shall allow the foster child to continue in the school district of origin in the same attendance area, or, if the foster child is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district.
(5) (A) Paragraphs (2), (3), and (4) do not require a school district to provide transportation services to allow a foster child to attend a school or school district, unless there is an agreement with a local child welfare agency that the school district assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United

States Code, or unless otherwise required under federal law. This paragraph does not prohibit a school district from, at its discretion, providing transportation services to allow a foster child to attend a school or school district.

(B) In accordance with Section 6312(c)(5) of Title 20 of the United States Code, local educational agencies shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

(6) The educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be enrolled in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.

(7) Before making a recommendation to move a foster child from the foster child's school of origin, the educational liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interests.

(8) (A) If the educational liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by the foster child's transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school.

(B) The new school shall immediately enroll the foster child even if the foster child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the Health and Safety Code, proof of residency, other documentation, or school uniforms.

(C) Within two business days of the foster child's request for enrollment, the educational liaison for the new school shall contact the school last attended by the foster child to obtain all academic and other records. The last school attended by the foster child shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. The educational liaison for the school last attended shall provide all records to the new school within two business days of receiving the request.

(9) If a dispute arises regarding the request of a foster child to remain in the school of origin, the foster child has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing dispute resolution process available to a pupil served by the local educational agency.

(10) The local educational agency and the county placing agency are encouraged to collaborate to ensure maximum use of available federal moneys, explore public-private partnerships, and access any other funding sources to promote the well-being of foster children through educational stability.

(11) It is the intent of the Legislature that this subdivision shall not supersede or exceed other laws governing special education services for eligible foster children.

(g) For purposes of this section, "school of origin" means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

(h) This section does not supersede other law governing the educational placements in juvenile court schools, as described in Section 48645.1, by the juvenile court under Section 602 of the Welfare and Institutions Code.

(i) (1) A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

(2) A complainant not satisfied with the decision of a local educational agency may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written decision regarding the appeal within 60 days of the department's receipt of the appeal.

(3) If a local educational agency finds merit in a complaint, or if the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.
(4) Information regarding the requirements of this section shall be included in the annual notification distributed to, among others, pupils, parents or guardians of pupils, employees, and other interested parties pursuant to Section 4622 of Title 5 of the California Code of Regulations.

INSTRUCTION

TEXTBOOKS AND LIBRARY BOOKS Our district receives money from the state to purchase new curriculum. Textbooks cost up to $85 each and are expected to last until the next textbook adoption cycle. It is the student's and the parent's responsibility to ensure books are not lost or damaged. All students will be allowed to take textbooks and library books home and parents will be liable for their replacement costs if lost or damaged. However, if a parent wishes that their child NOT be permitted to take textbooks and/or library books home, the parent must write a letter indicating their wishes, to the Office of the Superintendent, 1155 Mistletoe Lane, Redding, CA 96002.

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

TEACHERS [NCLB, 20 USC §§6301] 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 s/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 s/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. Districts 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 is not highly qualified.

SCHOOL ACCOUNTABILITY REPORT CARD [EC§§33126, 32286, 35256, 35258, 52056] The School Accountability Report Card, published annually on or before February 1, contains information about the district and schools, its programs, and its progress toward stated goals. It is available on each school's website, and a copy will be provided to you upon request.

DISSECTION OF ANIMALS [EC§32255] If a pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project for

the purpose of providing the pupil an avenue for obtaining the knowledge, information, or experience required by the course of study in question. The alternative project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project, nor shall the pupil be discriminated against based upon his/her decision to refrain from participation.

TESTS/SURVEYS ON PERSONAL BELIEFS [EC§§51513, 60614, 60615; PPRA, 20 USC; NCLB] Unless you and your children over 18 give written permission, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about your child's, or his/her parents' or guardians' personal beliefs or practices in politics, mental health, anti-social, illegal, self-incriminating, or demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility in a program or for receiving assistance), sex, family life, morality, or religion. Parents may also opt out of their child supplying information to be used for marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The district has developed policies relating to the surveys and personal information.

IMAGES The district may produce printed, audio, visual, or digital materials (i.e., displays, brochures, newsletters, district websites/social media) that include the names and/or images/recordings of students participating in their educational program for the purpose of increasing public awareness, promoting the continual improvement of educational programs, and/or teacher training. Foster Youth are exempt and require active consent for publication of student images and names. Any other parent/guardian who objects must notify the Office of the Superintendent, in writing, to not release the student's image or name. Such requests must be renewed annually within 20 days of enrollment. Images of groups of students, such as at a school event (*i.e.*, pep rallies, school-wide activities) may be published provided that students' names are not included for those whose parents/guardians have presented the aforementioned request to the Office of the Superintendent.

STUDENT WORK DISPLAYED ON WEBSITE Student work (their artwork, etc.) may be published on district or school websites unless the parent submits a letter in writing to the Office of the Superintendent requesting otherwise. Such requests must be renewed annually, within 20 days of enrollment.

FINGERPRINTING PROGRAM [EC§32390] Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. This district has not adopted such a program.

GIFTED AND TALENTED PROGRAM The gifted and talented program has been incorporated into the regular school day. All students have the opportunity to participate in various activities designed to expand their academic strengths. In addition, we encourage students to participate in after-school clubs to strengthen their skills and to delve into areas of interest.

VISUAL AND PERFORMING ARTS EESD has a proud tradition of valuing the importance of arts education. Because the arts enhance the academic and socio-emotional development of children, we continue to include dance, music, theatrical experiences, and visual arts throughout the TK-8 continuum. The curriculum at each grade level builds on the learning in prior years. Examples of fine arts education include:

- Itinerant Art and/or Music teachers serve students in K-5 grades to provide students with exposure and introductory skills in Fine Arts. Art instruction is embedded in all TK classrooms across the district.
- Parsons Junior High School offers students the opportunity to be involved in Beginning, Intermediate, or Advanced bands as well as Percussion Ensemble. Vocal performance groups include Special Concepts, Concert Choir, Star Choir, and Music in Motion (includes dance). Parsons also offers Art as an elective class.
- The Mistletoe Bulldog Music Program offers Choir and Band to students in grades 5-8. Art is also offered as a junior high elective course.
- The Boulder Creek Music Program offers Choir to students in grades 4–8. At the junior high level, both Art and Creative Drama are offered.

TITLE I PROGRAM The federally-funded Title I program is designed to improve the academic achievement of disadvantaged students. Title I funds are used to provide eligible students with supplemental services to reinforce the core curriculum and to assist students in attaining proficiency on state academic standards and assessments. All of our

schools receive this funding. Students receive assistance through interventions provided in the regular classroom or in small group settings. Parents will be notified if their child is in need of an intervention.

EXPAND! AFTER SCHOOL PROGRAM

Each of our schools has an after-school program where activities are available until 6:00 p.m., each school day. Services are based on goals and objectives that align with district and state standards. Enrichment and recreational activities are offered on a regular basis. Students must be enrolled in one of the participating school sites to attend these programs. For additional information on the after-school program, contact your child's school or visit https://www.eesd.net/districtprograms/expand/.

CAREER COUNSELING [EC§221.5] When students are provided career counseling and course selection opportunities, all students are provided equal services. Parents may participate in counseling sessions.

LIMITED ENGLISH PROFICIENT STUDENTS [EC§§52163, 52164.1, 52164.3, 52173, T5 11303, USC Title 20 6312] Notification will be given to parents of limited English proficient students regarding limited English proficiency programs including the reasons for the identification of the student as limited English-proficient, the need for placement in a language instruction educational program, the student's level of English proficiency, how the level was assessed, the status of the student's academic achievement, 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 limited English-proficient students.

ENGLISH LANGUAGE DEVELOPMENT EDUCATION [EC§305-310] State law requires that when parents/guardians of 30 or more students at a school or 20 or more students in any grade level at a school request a particular language acquisition program, the District shall offer that program at the school site to the extent possible. In the structured English immersion program, nearly all classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

PHYSICAL EDUCATION AND SPORTS [EC§49475, 60800] The District recognizes the positive benefits of physical activity on student health and academic achievement and provides all students the opportunity to be physically active on a regular basis through physical education (PE) instruction. The PE program provides a minimum of 200 minutes of PE every 10 days for students in 1st - 5th grades. Students in 6th grade and up receive the equivalent of one class period per day of PE instruction. Students with disabilities are provided instruction in PE in accordance with their individualized education program or Section 504 accommodation plan. PE instruction is delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers. Students in grades 5 and 7 are given a standardized physical fitness test as required by EC§60800. In addition to PE classes, a variety of sports activities are offered at each school. Parents and students are encouraged to review the information on concussions and head injuries included in the HEALTH section of this handbook

SEXUAL HEALTH INSTRUCTION 7th & 8th Grade - California Healthy Youth Act [EC 51930-51939]

The purpose of the CHYA is as follows:

- To provide students with the knowledge and skills related to recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10)
- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction.

The law requires that this content be taught once in middle school and once in high school. It is the policy of the

Enterprise Elementary School District that this instruction will not extend beyond these required grades. The curriculum is divided so that anti-trafficking is generally taught in 7th grade, and sexual health and HIV prevention are taught in 8th grade.

This information may be presented by school personnel and/or an outside organization or guest speaker in individual classrooms, combined classes, or assemblies and will align with and support the purposes of the California Healthy Youth Act and not be in conflict with them. (EC § 51933 (c) Abstinence from sexual activity and injection drug use shall be taught within the context of comprehensive sexual health and HIV prevention education (*EC* 51934[3]); however, abstinence-only education is not permitted in California public schools.

The Enterprise Elementary School District respects the rights of parents to make decisions about how they supervise their children's education on this subject matter. Parents/guardians shall be notified in writing at least 14 days before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may request in writing that their child not attend the class. No student shall attend such instruction if the school receives this request prior to the start of the class. (Education Code 51550, 51820) At the parent/guardian's request, any student may be excused from any part of sexual health instruction. (Education Code 51240). All materials used for the above instruction shall be available for inspection by parents/guardians at reasonable times and places prior to the onset of instruction. The above notification shall inform parents/guardians of their right to inspect these materials. (Education Code 51550, 51820)

FIFTH GRADE HEALTH & DEVELOPMENT: Districts must notify parents if students are provided classes in which human reproductive organs and their functions and processes are described, illustrated, or discussed. Parents may submit a written request to their child's school office if they want their child to be excused from such classes. If written notice to exclude a child is not received prior to the start date of the class, the child will be allowed to attend the class. The materials in this area of instruction are available to parents for previewing. Parents will be notified prior to the parent preview night of the date, time and location. District nurses are available by telephone (530-224- 4100) to discuss the content or answer any questions.

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

INSTRUCTION/INFORMATION ON SEXUAL HARASSMENT The Superintendent or designee ensures that district students receive age-appropriate instruction and information on sexual harassment including what acts and behavior constitute sexual harassment, and the fact that sexual harassment could occur between people of the same gender, a clear message that students do not have to endure sexual harassment, encouragement to report observed instancessexual harassment, even where the victim of the harassment has not complained, and information about the person(s) to whom a report of sexual harassment should be made. Any student who feels that s/he is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall report it to the principal or designee within 24 hours of receiving the complaint. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Office of the Superintendent or designee. The Superintendent, principal, or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If the investigator finds that sexual harassment occurred, s/he shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Superintendent, principal, or designee shall also advise the victim of any other remedies that may be available. Where required, the matter may be referred to law enforcement authorities.

ANNUAL STANDARDIZED TESTING AND REPORTING Each year, the District administers standardized testing. This testing includes: 3rd-8th and 11th grade testing in Language Arts and Math; 5th, 8th and 11th grade testing in

Science. The testing window is approximately 15 instructional days. Each year, parents and guardians will be notified regarding their student's participation in the CAASPP assessment system. A parent/guardian may submit to the school annually a written request to excuse his/her child from any/all parts of any test. District employees may discuss the testing program with parents/guardians, and may offer information on the availability of exemptions under EC 60615. However, the District and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852). Within 20 days of receiving the results of the standardized achievement tests, parent/guardians will be notified of the results of the tests, the purpose of the tests, and the individual score and intended use. If you have any questions, contact the site Principal.

READING DIFFICULTY RISK SCREENER (SB 114)
Beginning in 2025-26, California law (SB 114) requires school districts to screen all K–2 students for reading difficulties in order to ensure early support and intervention. Parents will be notified prior to screening and may opt out in writing. Newly enrolled students will be screened within 20 school days if prior results are not available. Parents/guardians will receive results within 45 days of the assessment, including how the school will provide support if a student is identified as "At-Risk." Support may include small group instruction, tutoring, progress monitoring, or further assessment.

EESD is dedicated to early identification, equitable access to interventions, high-quality instruction, and a collaborative approach to literacy development. All staff share responsibility in supporting students' reading success.

EMPLOYEE CODE OF CONDUCT - INTERACTION WITH STUDENTS [EC §§44050] The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
    a. Exclude any student from participation in any program
    b. Deny benefits to any student
    c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

STUDENT USE OF TECHNOLOGY

RESPONSIBLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)
The Enterprise Elementary School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Responsible Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology shall have on file at his/her school acknowledgement of receipt of this Enterprise Elementary School District Acceptable Use Agreement and Release of District from Liability, signed by his/her parent/guardian (and student, where applicable) as an indication that they have read and understand the agreement.

District technology includes, but is not limited to, computers, Chromebooks, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally-owned equipment or devices.

STUDENT OBLIGATIONS AND RESPONSIBILITIES Students are expected to use district technology safely, responsibly, and for educational purposes only. The district reserves the right to monitor all online communications for improper use. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

- encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.
- access, post, submit, publish, or display harmful or inappropriate matter that is libelous, threatening,obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their

race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion,or political beliefs. A special exception for access may be made for hate literature if both the teacher and the parent/guardian provide approval prior to the start of the project and the purpose of such access is to conduct research.

- email using district technology unless it is for educational assignments as directed by the teacher to communicate with adults and other students regarding their learning activities. Students are expected to keep messages brief and use appropriate language and shall not read mail or files intended for other users; they shall not attempt to interfere with other users' ability to send or
- receive electronic mail, nor shall they attempt to read, delete, copy, modify, or forge other users' mail. School staff, administrators, and parents have access to student email for monitoring purposes. No expectation of Internet/e- mail privacy is afforded students.
- disclose, use, disseminate, or post personal contact information about themselves or other people. Personal contact information includes the student's name, address, telephone number, social security number, school address, or other individually identifiable information.
- agree to meet with someone they have met online without their parent's or legal guardian's approval and participation.
- attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking." These actions are illegal. Vandalism will result in discipline and/or legal action and the cancellation of user privileges.
- infringe on copyright, license, trademark, patent, or other intellectual property rights without the expressed consent of the creator. This includes the use of copyrighted materials for use in school assignments, trading with others, or any publication.
- plagiarize works that they find on the Internet or from someone they know. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student.
- alter any system settings, system network configurations, or Internet browser settings, which include the installation of add-ons and toolbars or download, install, or copy computer software programs or other computer files. This includes copying audio or video CDs or DVDs, or other copyrighted material to the computer or network resources.
- engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, etc.
- threaten, intimidate, harass, bully, or ridicule other students or staff.

PRIVACY Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology. The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted. All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

PERSONALLY-OWNED DEVICES A student who uses a personally-owned device to access district technology, shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally-owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

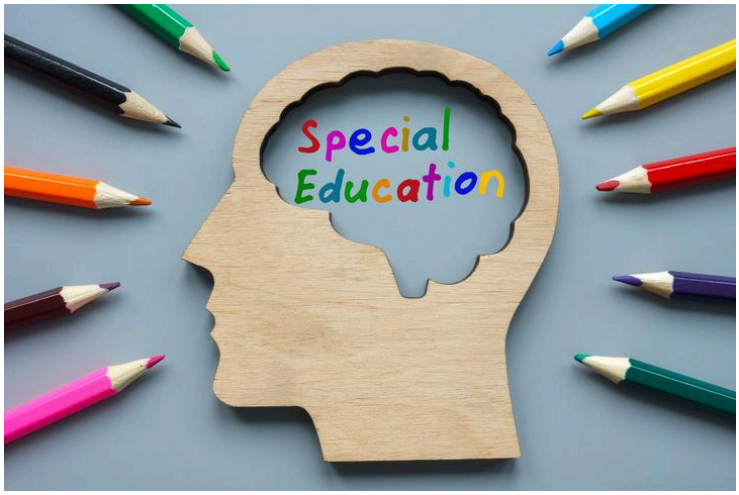
REPORTING A student who becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, shall immediately report such information to the teacher or other district personnel. A student who receives any message that is inappropriate or makes them feel

uncomfortable will promptly disclose the message to their teacher or other school employee.

CONSEQUENCES FOR VIOLATION Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

PARENT/GUARDIAN ACKNOWLEDGEMENT Parent/guardian signature on the acknowledgement gives permission for his/her child to use district technology and/or to access the school's computer network and the Internet, and acknowledges that parent/guardian has read, understands, and agrees that his/her child shall comply with the terms of the Responsible Use Agreement. Parent/guardian further acknowledges that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. Parent/guardian agrees to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from his/her child's use of district technology or the failure of any technology protection measures used by the district. Further, parent/guardian accepts full responsibility for supervision of his/her child's use of his/her access account if and when such access does not take place in the school setting.

IMPERSONATION ON THE INTERNET [PC§528.5] Pretending to be a real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a $1,000 fine or imprisonment for up to one year.



SPECIAL EDUCATION SERVICES

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 is available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM [EC§§56300, 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. Additionally, the District has an affirmative and ongoing obligation for identifying, locating and evaluating all children with disabilities residing within its jurisdiction who may be in need of special education and related services. 34 CFR 300.11 (a)(1)(i). Prior to conducting an assessment in all areas of suspected disability, the District will obtain written consent from the student's parent or guardian in accordance with the law.

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 [Rehabilitation Act of 1973§504] Federal law requires districts to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.

HEALTH SERVICES

The district employs credentialed, registered nurses who evaluate students' health needs (including vision, hearing, dental, growth and development, etc.). District nurses provide direct health services to students and staff, and serve as a resource for health care referrals to various community programs. Health-related concerns should be directed to the district nurses. The district also employs both health and student services clerks who provide first aid care, assist students with medication, and maintain health records under the direction of the district nurses. Your child may be exempt from physical examination if you file a written statement with the school principal stating that you will not consent to routine physical exam of your child. However, whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child may be excluded from school attendance.

IF YOUR CHILD IS ILL [EC§49451]A child may be sent home if s/he is believed to be suffering from a contagious or infectious disease. Students will be sent home if they have a temperature of 100.4 degrees or higher and must remain home until the fever goes away over night without the use of fever-reducing medications such as acetaminophen (Tylenol) or ibuprofen (Advil) and is still gone in the morning. Students with vomiting/diarrhea will be sent home and must stay home until they are symptom-free overnight without the use of symptom-reducing medications and can hold down food/liquids in the morning, or with a physician release. Students who develop an infection requiring antibiotics may not return to school until after being on the medication for 24 hours or if a student has a written release from a physician. If you keep your child home from school due to symptoms of a contagious disease, please notify the school office as soon as possible.

FLUORIDE APPLICATION Pursuant to HSC§104830-104865, your child may receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth during the school year. If offered, parents must consent to the treatment on behalf of a minor child. This District does not provide fluoride applications. Consult your dentist for more information.

IMMUNIZATIONS [HSC §§120370(a)(2), 120372(a), 120325, 120335, 120440; EC§§48216, 49403] Your child must be immunized against certain diseases before being admitted to school, unless exempted for medical reasons. As of January 1, 2021, the District will only accept medical exemptions that are submitted on the California Department of Public Health's standardized, statewide medical exemption certification form, California Immunization Registry (CAIR). (Health

and Safety Code §§120370(a)(2) and 120372(a).)

Parents must provide documentation that their child has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps, rubella, and varicella (chickenpox) (students must be immunized for varicella or provide a CAIR-Medical Exemption stating child has had the disease), or the child may not be admitted to school. In addition, all students entering 7th grade must provide proof of the Tdap booster immunization. The required immunizations are available from the County Health Department, a physician, or may be administered by a healthcare practitioner acting under the direction of a physician. If an outbreak of a communicable disease occurs at a school, any non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration. Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section.

MEDICATION [EC§49423] Any student who must take prescribed medication at school and who desires assistance of school personnel must annually submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may carry and self-administer prescription auto-injectable epinephrine and/or inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. The parent/guardian shall provide for his/her child any and all specialized medical equipment and/or supplies required for their child as it relates to a specialized health condition or administration of medication(s). The District shall only provide specialized equipment that is used at school and that is needed to implement a student's IEP or Section 504 Plan.

ANTI-SEIZURE MEDICATION: [EC§49468.3] Parents/Guardians, if your student is diagnosed with seizures, a seizure disorder, or epilepsy, and has been prescribed an emergency anti-seizure medication, you may request that your student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that your child suffers a seizure when a school nurse is not available. Upon receipt of your request, the school district will notify the parent that your child may qualify for an individualized education program or a Section 504 plan. Parents must provide a seizure action plan pursuant to Ed. Code section 49468.3 before an emergency anti-seizure medication or therapy treatment may be administered.

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. 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.

VISION AND HEARING APPRAISAL [EC§49455] The district is required to appraise each student's hearing and vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisals shall include tests for hearing deficiencies, visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluations 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.

GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING ALLERGIES [EC§49403, 49414, 49423, 49423.5,4923.6., CCR 8:5193] Anaphylactic reactions, most often caused by exposure to substances to which a student is allergic, can be life-threatening. The sources of these allergens are typically food, medicines, insects and latex. When a student has a life-threatening allergy, it is the responsibility of the parent or guardian to inform the school staff of the student's allergic condition. The student's physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Staff members are trained to recognize the reactions, follow the written procedures, and be aware of the District's guidelines regarding life-threatening allergies. District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions. The goal for these students is to diminish the risk of accidental exposure to their specific allergens.

GUIDELINES FOR USE OF EMERGENCY EPINEPHRINE DELIVERY DEVICES/ MANAGEMENT OF UNDIAGNOSED ANAPHYLAXIS [EC§49414; SB 1266] Current law requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an unknown food, an insect sting or even (rare) after exercise. School nurses or trained personnel may use epinephrine delivery devices to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Contact health services for more information.

HEAT RELATED ILLNESSES:
Exposure to abnormal or prolonged amounts of heat and humidity without relief or adequate fluid intake can cause various types of heat-related illness. Children and teens adjust more slowly than adults do to changes in environmental heat. They also produce more heat with activity than adults, and sweat less. Sweating is one of the body's normal cooling mechanisms. Children and teens often do not think to rest when having fun and may not drink enough fluids when playing, exercising, or participating in sports.

Guidelines to prevent heat related illnesses:

- Drink plenty of fluids during vigorous or outdoor activities (including sunbathing), especially on hot days. Drinks of choice include water and sports drinks; avoid fluids with caffeine, such as tea, coffee, and cola, as these can lead to dehydration.
- Make sure your child dresses in light colored, lightweight, tightly-woven, loose-fitting clothing on hot days.
- Schedule vigorous activity and sports for cooler times of the day. Take rest periods in shady or cool areas.
- Make sure your child is protected from the sun and wears a hat and sunglasses. Use a sunscreen that is at least SPF (sun protection factor) 15.
- Increase time spent outdoors gradually to get your child's body used to the heat.
- Teach children to take frequent drink breaks and "wet down" or mist themselves with a spray bottle to avoid becoming overheated.
- Try to spend as much time indoors as possible on very hot and humid days.
- Teach your child to warm-up and cool-down before and after exercising.
- If your child has a medical condition or is taking medicine, consult his or her doctor for further advice for preventing heat-related illnesses.

There are three types of heat-related illnesses: heat cramps, heat exhaustion, and heat stroke.

Condition	Symptoms	Treatment
Heat Cramps are the mildest form of heat illness that occur during or after intense exercise and sweating in high heat.	• Painful cramps, especially in the legs • Flushed, moist skin	• Move to a cool place and rest. Do not continue to participate in the activity. • Remove excess clothing and place cool cloths on skin; fan skin. • Give cool sports drinks containing salt and sugar. • Stretch cramped muscles slowly and gently.

Heat Exhaustion is more severe than heat cramps and results from a loss of water and salt in the body. If left untreated, it can progress to heat stroke	● Muscle cramps ● Pale, moist skin ● Usually has a fever over 100.4 ● Nausea ● Vomiting ● Diarrhea ● Headache ● Fatigue ● Weakness ● Anxiety, and faint feeling	● Move to a cool place and rest. ● Remove excess clothing and place cool cloths on skin; fan skin. ● Give cool sports drinks containing salt and sugar. ● If no improvement or unable to take fluids, take your child to an emergency department immediately. IV (intravenous) fluids may be needed.
Heat Stroke, the most serious form of heat illness, occurs when the body's heat regulating system is overwhelmed by excessive heat. It is a life-threatening emergency and requires immediate medical attention.	● Warm, dry skin ● high fever, usually over 104° F (or 40° C) ● Rapid heart rate ● Loss of appetite ● Nausea ● Vomiting ● Headache ● Fatigue ● Confusion ● Agitation ● Lethargy ● Stupor ● Seizures, coma, and death are possible	● Move to a cool place and rest. ● Call 911 or your local emergency medical service. Heat stroke is a life-threatening medical emergency and needs to be treated by a doctor. ● Remove excess clothing and drench skin with cool water; fan skin. ● Place ice bags on the armpits and groin areas. ● Offer cool fluids if alert and able to drink.

CONCUSSION [EC§49470-49475] A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even what seems to be a mild bump or blow to the head can be serious. Signs and symptoms of a concussion can show up right after the injury or may not appear or be noticed until days or weeks after the initial injury. In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. Signs and symptoms include: headache, nausea or vomiting, dizziness, balance difficulties, double or blurred vision, sensitivity to light and/or noise, feeling sluggish, hazy, foggy or groggy, difficulty concentrating, confusion or memory difficulties, or not "feeling right."

School districts that offer an athletic program must provide families of intended athletes written information on concussion and head injury (EC 49470-49475). Coaches must remove an athlete suspected of a concussion or head injury from a game or practice until cleared medically to return to play/practice. Written notification of clearance, signed by a healthcare professional must be submitted to the coach and copied to the athletic program director. A gradual schedule of return spanning no less than seven days will be implemented. The athlete should remain under the supervision of the licensed health care provider and continue to be monitored by the coaching staff. The athlete should notify the coaching staff and the health care provider if any ongoing or newly developing signs and symptoms of concussion or head injury are identified.

If a coach/supervising individual identifies, or an athlete reports one or more symptoms of concussion after a bump, blow, or jolt to the head or body, s/he should be removed from practice/play for the remainder of the day. Do not judge the severity of the injury. Once removed the athlete should promptly receive medical evaluation by a licensed health care provider, even if the student does not immediately describe or show physical symptoms. If they exhibit any of the following danger signs: loss of consciousness, appear dazed or confused, present with difficulty with balance, memory, or has behavioral changes, has unequal pupil size, is drowsy, or cannot be awakened, has a headache that gets worse, complains of

weakness, numbness, is vomiting or is nauseous, or has slurred speech or seizures, they should receive immediate medical attention. Rest is the key to recovering from a concussion or head injury. The athlete should rest; avoid exercise and activities that involve a lot of concentration.Remember, concussions affect people differently. While most athletes recover quickly and fully, some will have symptoms that last for days, weeks, or even months. Remain observant.

Athletes and Parents/Guardians: Repeated concussions can increase the time it takes to recover. In rare cases, repeated concussions in young athletes can result in brain swelling or permanent damage to the brain. They can even be fatal. If you notice any signs and symptoms listed above following a blow, bump, or jolt to your head or body during a game or practice, notify your coach immediately.

TYPE 1 DIABETES INFORMATION [EC§49452.6] Type 1 diabetes usually develops in children and young adults but can occur at any age. According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production:

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes: It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their healthcare provider.

Risk Factors: Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis -Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting

- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available:

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments: There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

TYPE 2 DIABETES INFORMATION [EC§49452.7] Type 2 diabetes is the most common form of diabetes in adults, and until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the US Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime. Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy. The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood to the cells. But in type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

RISK FACTORS ASSOCIATED WITH TYPE 2 DIABETES It is recommended that students displaying or experiencing the following risk factors and/or warning signs associated with an increased risk of type 2 diabetes be screened for the disease:

- The single greatest risk factor for type 2 diabetes in children is excess weight. In the US, almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease. .
- Being inactive further reduces the body's ability to respond to insulin.
- Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision

- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

TYPE 2 DIABETES PREVENTION METHODS AND TREATMENTS HEALTHY lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels. Visit a doctor who can a) determine if a child is overweight based on the child's age, weight, and height; and b) request blood glucose tests to see if the child has diabetes or prediabetes.

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

TYPES OF DIABETES SCREENING TESTS THAT ARE AVAILABLE

- Glycated hemoglobin (A1C): A blood test measures the average blood sugar level over two or three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar: A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar: A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided here is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.
References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

SUN PROTECTION [EC§35183.5] When students are outdoors, they may wear sun protective clothing and may apply sunscreen and lip balm during the day without a doctor's note or prescription. Specific clothing and hats determined by the school/district to be inappropriate may be prohibited by the dress code policy. No school personnel are required to assist pupils in applying sunscreen.

MEDICAL AND HOSPITAL INSURANCE FOR STUDENTS [EC §§32221.5, 49472] Our district does not provide medical, accident, or dental insurance for pupils injured on school premises or through school activities, and the district assumes no liability for accidents to students at school. Information about a medical/dental accident insurance program offered by an outside agency is provided. The low-cost plan provides assistance to meet some of the expenses for accidental injury. Two levels of benefits are available. A detailed brochure/application is available at your child's school office. A no-cost, free prescription drug card is also available at your child's school office. School districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. However, this requirement is met by the offering of insurance or other health benefits that cover medical and hospital expenses. Information about no-cost or low- cost local, state, or federally-sponsored health insurance programs may be obtained by calling Healthy Families/Medi-Cal for Families at 888-747-1222.

DRUG, ALCOHOL, STEROID, AND TOBACCO PREVENTION PROGRAMS [EC§§49033, 60041; HSC§11032] The unlawful manufacturing, distribution, dispensation, possession, or use of illicit drugs, alcohol, or any form of tobacco product on district premises or as a part of any of its activities is strictly prohibited, and violations will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law and district disciplinary action up to

and including expulsion, being required to satisfactorily complete a drug abuse assistance, tobacco cessation program, or rehabilitation program selected by the district. The district's drug, alcohol, and tobacco education and prevention programs address the legal, social, and health consequences of drug, alcohol, and tobacco use and provide students with effective techniques to resist peer pressure to use illicit drugs, alcohol, or tobacco. Parents may contact the school for additional information The district does not support or endorse specific programs or agencies, but provides the information to assist parents and students.

CONFIDENTIAL MEDICAL SERVICES [EC§46010.1] The state requires that school districts may excuse students in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses. If you have questions about this, contact your child's school.

PUPIL MENTAL HEALTH SERVICES A list of community mental health resources can be accessed under Parent Resources on the District website, eesd.net/, or by contacting the district or school office.

MEALS AT SCHOOL

STUDENT LUNCH PROGRAM [EC§§49510 – 49520] All of our District schools operate a hot breakfast and lunch program, serving nutritious breakfast and lunch each school day. All students will be served breakfast and lunch at no charge.

WELLNESS POLICY: The District's Wellness Policy can be accessed on the District website, www.eesd.net/notices-information/wellness/.

BEHAVIOR EXPECTATIONS AND CONSEQUENCES

BEHAVIOR EXPECTATIONS [EC§44807, 5 CCR§300] Pupils are accountable for their conduct on the way to and from school, and on the playground. 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. For detailed school rules, please see your child's school handbook. A consistent method of responding to serious incidents has been developed with the understanding of the varying maturity level of different age groups. Following is a representative sample of expected disciplinary actions for violations of behavior expectations.

- Parent Contact
- Behavior contract
- Student Attendance/Behavior Review Board (SARB)
- Student study team meeting
- Restricted play area
- Detention/time out
- SART Meeting
- Saturday School
- Suspension or expulsion
- Other as deemed appropriate
- Parent Conference

PARENT RESPONSIBILITY [EC§§48900.1, 48904; CC 1714.1; GC53069.5] Parents are liable for damages caused by the willful misconduct of their child/ren that result in death or injury to other students, school personnel, or damage to school property as well as for any school property loaned to the student and willfully not returned. A parent's liability may be as much as $10,000 in damages and an additional $10,000 for payment of a reward, if any. The school district may withhold grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

STUDENTS MAY NOT LEAVE SCHOOL SITE All schools within the Enterprise Elementary School District have a closed campus policy, and therefore, students may not leave campus at any time during the school day.

VIDEO MONITORING Video monitoring may occur on district property and in accordance with district regulations on video surveillance practices. Board Policies provide additional information on this topic. Contact the school office if you have questions.

RELEASE OF STUDENT TO PEACE OFFICER [EC§48906; PC§11165.6] A school official will promptly notify you or a responsible relative of your child if your child is released from school to a peace officer. However, if a student is taken into custody as a victim of suspected child abuse, the peace officer will notify the parent or guardian.

SAFE PLACE TO LEARN ACT [EC§234.1] The district is committed to maintaining a learning and working environment that is free from bullying. The District has a Board policy on the subject of bullying, and any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. To report incidences of bullying please contact the school or the district office.

EESD BULLYING POLICY: The district's Bullying Prevention Policy can be accessed under "Parent Resources" on the District's website, eesd.net/.

STUDENT SEARCH [US Sup. Court Case: New Jersey v. TLO (1985) 469 US 325] A student, and his/her locker, backpack, or purse may be searched by the school principal or designee if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

PERSONAL PROPERTY CODE The following items are NOT allowed on campus before school, during school, after school, or at any school activity:

- Lighters
- Cigarettes
- Matches
- In-line skates
- Skateboards/scooters
- Laser Lights
- Weapons
- Aerosol cans
- Chains (any kind/size)
- Vape pens
- Gambling games or devices (cards,dice,etc.)
- Obscene or profane material
- Sunglasses (may be worn only outdoors)
- Electronic games

First Offense: Prohibited items will be confiscated and turned in to school administration or law enforcement. Items held by administration will be released only to parents. The school and district are not responsible for lost/damaged confiscated items.

Repeat Offenses: Students who continue to violate this policy will be called into the office for disciplinary actions (detention, in school or home suspension depending upon the seriousness of the offense)

CELL PHONES, SMART WATCHES, ELECTRONIC DEVICES

[EC§48901.5] In alignment with California Assembly Bill 3216 (2024), which restricts the use of smartphones/watches during school hours in K–12 settings, this policy aims to support student focus, mental well-being, and academic success. We strongly recommend that personal electronic devices - such as cell phones, smart watches, tablets - be left at home due to possible loss or damage. Neither the school nor the district assume any liability for the damage, loss, theft, or misuse of such devices by the student or another person. Electronic communication devices are not to be used during the school day, including recess, lunch, and passing periods. Exceptions to this policy are permitted under the following conditions:

- Medical use as determined by a physician
- Use required in a student's IEP
- Emergencies, as appropriate, and in accordance with safety procedures
- Use granted by a teacher or administrator for an approved reason

<u>EXPECTATIONS</u>

- Phones must be turned off or set to silent and stored in a backpack, designated area, or with the teacher during instructional time.
- Smart watches must be kept offline or in "airplane mode." Students may be required to remove them during testing.
- Students will not use phones once they arrive at campus in the morning and until after dismissal.

- Phones may not be used in restrooms. If a student leaves during instructional time to use the restroom, their phone must remain in the classroom.
- The use of cameras, video, or voice recording functions is strictly prohibited in any way that infringes on the privacy rights of others. This includes, but is not limited to, recording fights, peer conflicts, staff members, or medical emergencies.
- Students are expected to use technology responsibly and in accordance with the district's Acceptable Student Use of Technology Agreement.
- If a student needs to make a phone call during the school day, they should request to use a phone in the school office.
- To avoid classroom disruptions and ensure student focus, we ask that parents/guardians communicate with students during school hours only through the school office.
- Teachers and administrators may collect phones/devices when needed to maintain a safe, respectful, and distraction-free environment.
- All of the above rules apply to the after-school program as well.

PROGRESSIVE CONSEQUENCES FOR VIOLATION

- **1st Violation**: Verbal warning from staff.
- **2nd Violation:** Device is taken to the office by a teacher or administrator; the student may retrieve it at the end of the school day. Parent/guardian will be informed.
- **3rd Violation**: Device is taken to the office. Parent/guardian must retrieve it. Additional consequences may be assigned at the administrator's discretion.
- **4th Violation**: Device is taken to the office. Parent/guardian must retrieve it. The student may lose the privilege of bringing the device to school for the remainder of the year.

Additional disciplinary action may be taken at the administrator's discretion.

DRESS CODE *

[BP 5132, EC§35183] The Governing Board believes that appropriate dress and grooming contribute to a safe, respectful, and productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothing that is appropriate for school activities. Student dress shall not present a health or safety hazard, interfere with participation in school programs, or materially disrupt the educational environment.

Students may be required to wear specialized attire or protective equipment for certain classes or school activities, including Physical Education, science laboratories, or other activities where safety requires such equipment.

All students shall abide by the following dress code:

- Clothing must fully cover private areas of the body and undergarments. Clothing shall fully cover the chest, back, sides, and midriff while standing, sitting, or participating in typical school activities. Strapless garments are not permitted.
- Shorts, skirts, and dresses shall be at least mid-thigh in length.
- Clothing with excessive holes or tears is not permitted.
- Pajamas may be worn only on designated spirit days or for school activities approved by the principal or designee.
- Safe footwear must be worn at all times and be appropriate for participation in school activities, including Physical Education. Footwear must be secured to the foot with a closed heel or heel strap. Footwear that presents a safety hazard are not permitted.
- Hats, hoods, and other head coverings may be worn outdoors for sun protection or warmth. Hats displaying weapons, drugs, alcohol, or are gang-related, vulgar, obscene, or a threat to campus safety are prohibited. Headwear must keep the student's face visible to staff and not obstruct the line of sight for other students. Head coverings shall not be worn indoors, except for verified religious, cultural, or medical purposes.
- Jewelry or accessories that present a health or safety hazard are not permitted.
- Clothing, jewelry, backpacks, or personal items may not display words, symbols, or images that:
    - Are obscene, profane, vulgar, or sexually explicit;
    - Promote or advertise alcohol, tobacco, vaping products, or illegal drugs;
    - Promote violence or illegal activity;
    - Are discriminatory, harassing, intimidating, or hateful toward any individual or group;
    - Are gang-related or advocate gang affiliation; or
    - Materially disrupt the educational environment.
- Face paint, hair accessories, or body adornments that create a health or safety hazard, interfere with student identification, or materially disrupt school operations may be prohibited.
- Temporary hair coloring products that transfer onto school property, clothing, or other individuals are not permitted.

School administration shall determine whether a student's attire or appearance violates this dress code based on the reasonable application of these standards and consideration of student health, safety, and the orderly operation of the school.

Participation in Physical Education is required. Students must wear clothing and footwear that allow them to participate safely and fully in all required physical activities.

The dress code will be enforced fairly, consistently, and respectfully. Enforcement decisions will not be based on a student's race, ethnicity, national origin, religion, gender, disability, body type, or any other protected characteristic.

*pending board approval 09/09/2026

VANDALISM [PC§594] Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment, and the requirement to clean up the damage or perform community service. Parents may be liable to pay fines as high as $50,000 and be required to participate in the clean-up.

STUDENT SEXUAL HARASSMENT Sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities and retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process, is prohibited.

SEXUAL HARASSMENT RECORD-KEEPING [5 CCR§§4917, 4964, EC§§231.5, 48980(g)] Complaints and allegations of sexual harassment will be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. A confidential record of all reported cases of sexual harassment will be kept to allow the district to monitor, address, and prevent repetitive harassing behavior in its schools.

SUSPENSION/EXPULSION [EC§§48900-48915] A student may be suspended from school for no more than five (5)

consecutive school days, except when pending expulsion. School employees will attempt to contact the student's parent in person or by telephone in addition to written notification. A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed any of the following listed acts.

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) (1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance l listed in Chapter 2 (commencing with Section 11053) Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
2)Pupils who voluntarily disclose their use of a controlled substance, alcohol. or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) (1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any grades 1 to 12 inclusive, to be recommended for expulsion .(3) Except as provided in Section 48910, a pupil enrolled in grades 6 to 8, inclusive, shall not be suspended for any acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. (5)(A) A certificated or classified employer may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any acts enumerated in paragraph (1). (B) A school administrator shall, within five business days, document the actions taken subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289, of , or former section 288a, of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that

pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school- sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1)"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)(A)"Electronic act" means the creation and transmission originated on or off campus by means of an electronic device, including but not limited to a telephone, a wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image

(ii) a post on a social network website, including, but not limited to:

(I) posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3)"Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's

exceptional needs.

(s)A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds;
(2) While going to or coming from school;
(3) During the lunch period whether on or off the campus;
(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent of the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

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

48900.7 (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a

person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

If a teacher suspends a student, the child's parent may be required to attend a portion of the school day in his/her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

MANDATORY SUSPENSION/EXPULSION Students who commit acts listed in EC§48915 shall be recommended for expulsion.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents of enrolled students are encouraged to be active in the educational process on behalf of their children.

PARENT INPUT [20 USC 6312, 20 USC 6318, 20 USC 6316§1116] The District welcomes and encourages parents/guardians to assist in the development, activities, and procedures of Title I programs. Parents are invited to participate in the joint development of the district's Title I plan and the process of school review and improvement. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance will be provided. In conjunction with parents, the Superintendent/designee provides opportunities for strong parent involvement; Involves parents/guardians in the activities of schools; Coordinates and integrates Title I parent involvement strategies with the parent involvement strategies of other programs 20 USC 6318; With parent/guardian involvement, annually evaluates the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:

A. Identifies obstacles to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
B. Uses evaluation findings to design strategies for more effective parent involvement.
C. Revises the district and school parent involvement policies, if necessary. Available on the District webpage (www.eesd.net), our Board Policies provide more information on this topic. Contact your school office if you have questions.

POLICY DEVELOPMENT Parents are encouraged to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board has adopted jointly created board policies that outline how

parents, school staff, and students share the responsibility for intellectual, physical, emotional, as well as social development, and the well-being of the students. All current Enterprise Elementary School District board policies are available on-line at www.eesd.net or at the district office during regular business hours.

COUNCILS AND COMMITTEES [EC§54444] Parents are encouraged to participate in parent advisory committees, school-site council, booster clubs, and site-based leadership teams in accordance with established rules and regulations for membership.

VISITOR/VOLUNTEER GUIDELINES DURING THE SCHOOL DAY

Parents are encouraged and welcomed to participate in the school community. We need your assistance to ensure student safety and minimize disruptions to classroom instruction by doing the following:

- The front office is the only entrance point for all visitors.
- Be prepared to ring the bell, look into the camera, and state your name and the purpose of your visit.
- Visitors must sign in and out at the office through the district's Verkada system and receive/wear a visitor's pass for each visit.
- Classroom visits are to be scheduled at a mutually convenient time and are at the discretion of the principal. They must be conducted so as not to interfere with classroom activities of any student.
- The school will arrange for an escort for school tours of prospective students' families.
- All volunteers must be approved to work in the classroom or attend field trips (see office).
- Parents dropping off students late or picking them up early should go directly to the office, not the classroom.

TEACHER CONFERENCES Parents may request a conference with their child's teacher(s) or the principal by contacting the school to schedule a date and time convenient to all participants.

8th GRADE GRADUATION POLICY

DIPLOMA REQUIREMENTS Students must pass all classes between the 2nd trimester of 6th grade and the end of 8th grade OR maintain a 2.0 GPA in 8th grade with no more than one fail between 2nd trimester of 6th grade and the end of 8th grade.*

ATTENDANCE REQUIREMENTS Student must attend school 90% (no more than 18 days absent) of the school year. Students with serious medical conditions may have the criteria waived with a doctor's verification and administrator approval. This is not an automatic waiver.

GRADUATION CEREMONY REQUIREMENTS

1. Satisfy all diploma requirements listed above.
2. Attend school a minimum of 90% of the time.
3. Pay all school fines and fees and turn in all books, uniforms, and school property.
4. The following conduct during 8th grade year will result in the removal of a student from the graduation ceremony:
   a. Suspension for possession of weapons, drugs, alcohol, or tobacco/vape pens on campus.**
   b. Two combined suspensions of any kind.
   c. Police involvement in any school incident *may* result in immediate removal from the ceremony.

Participation in other 8th grade graduation-related activities is at the discretion of administration.

*Or the equivalent thereof if enrolled at Redding Collegiate Academy.
**A restorative pathway may be considered based on extenuating circumstances, disciplinary history, severity of incident, etc.

GRAD REMEDIATION Students not meeting diploma requirements will have the opportunity to participate in a Grad Remediation Plan. This allows students to make up any failed courses in language arts, math, history, and/or science. Students must complete the class in accordance with guidelines provided by administration. Extenuating circumstances may allow for a remediation plan to earn attendance credit by attending Saturday School and/or After-School tutoring hours.

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

PUPIL RECORDS [EC§§49063, 49073, 34 CFR 99.30, 34 CFR 99.34, FERPA, 20 USC §1232(g)] Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Parents have full access to all personally identifiable written records maintained by the school district, and may review records by making a request to the principal. The principal will provide explanation and interpretations if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents may receive a copy of any information in the records at reasonable cost per page within 5 business days of the request. District policies and procedures relating to: location of, and types of, records; kinds of information retained; 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. 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.

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

Student transcript information may be shared with the CCGI in order to do both of the following:

A. Provide students and their families with direct access to online tools and resources for college and career planning.
    a. Enable a student to transmit information shared with the CCGI to both of the following:
        i. Institutions of higher education for purposes of admissions and academic placement.
        ii. The student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid. (Education Code sections 60900 (f)(3)(A) and 60900.5(f).

RELEASE OF PUPIL DIRECTORY INFORMATION [EC§49073, 20 USC§1232] The district makes student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, 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. Height and weight of athletes may be made available. Directory information does not include citizenship status, immigration status, place of birth, or national origin. 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). 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. Requests must be submitted within 30 calendar days of the receipt of this notification. Written consent of the parent must be obtained before directory information pertaining to a homeless student may be released. A student's citizenship, place of birth, or national origin will not be released without parental consent or a court order.

RELEASE OF DIRECTORY INFORMATION/HOMELESS STUDENTS [EC§§49452.8(i)(2), 49455.5(f)] Limited directory information pertaining to homeless students may be shared without written consent to facilitate an eye examination by a nonprofit eye exam provider or a free oral health assessment hosted by schools, unless the parent or the student accorded parental rights provides written notice to the school that they do not consent to the exam.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER [EC§§49076, 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, 49064] 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.

INFORMATION REGARDING INDIVIDUAL STUDENT REPORTS ON STATEWIDE ASSESSMENTS Upon request, parents have a right to information on the level of achievement of their student on every state academic assessment administered to the student.

TRANSPORTATION AND SCHOOL BUS SAFETY

BUS TRANSPORTATION The District provides home-to-school transportation for eligible students whenever staffing and operational conditions permit. Eligibility is based on Board Policy as follows: Students in grades TK-3 must reside more than 3/4 mile from school; students in grades 4-5 must reside more than 1 mile from school; and students in grades 6-8 must reside more than 1.5 miles from school. Driver shortages or other operational needs may require the District to modify, consolidate, suspend, or eliminate bus routes. Families will be notified of any significant changes as soon as practicable.

Transportation to and from athletic events and other after-school activities is the responsibility of the parent/guardian.

Our stops are approved for safe boarding and drop off for our students. When arriving at the bus stop, park on the same side of the street as the bus stop location, eliminating the danger to children crossing the street. Make sure students are at the bus stop at least 5 minutes before scheduled pickup times. Transporting kindergarten students requires special attention and care, so we take precautions to help ensure safe arrival and drop off. If no parent is at the bus stop at the drop off time, your kindergarten student will be returned to the school. Please accompany young children to the bus stop and meet them upon their return. Children who walk to the bus stop are to use sidewalks or the shoulder of the road. Do not allow your children to play/damage other people's property. Children are to wait for the bus in a safe place, well off the roadway, in a single file line, until the bus is stopped and the bus driver has opened the door. Children are to enter the bus in an orderly manner, no pushing or shoving, quickly find a seat, and remain seated while the bus is in motion. Students should be reminded to check-in at home after they exit the school bus.

The primary responsibility of the driver is to operate the bus in a safe manner, so each student must assume responsibility for his/her conduct while on the bus. Parents are liable for all misbehavior of their children at the neighborhood bus stop. Students at the bus stop or on the bus are subject to the discipline policies of the school for their behavior.

PLEASE REVIEW THESE BUS RULES WITH YOUR CHILD.

Pupils must stay in their assigned seats for the duration of the bus ride and appropriately wear a seatbelt if the bus is so equipped.

1. Fighting, pushing, throwing objects, or other unruly conduct will not be allowed.
2. All parts of the body are to be kept inside the bus.
3. Pets, glass, or other dangerous objects, which in the judgment of the bus driver pose a danger, may not be transported on the bus.
4. No eating or drinking on the bus is allowed during daily runs between home and school.
5. No loud or distracting radios or other electronic devices will be allowed on the bus.
6. All student projects, crafts, and other personal property ("show and tell" objects, toys, etc.) shall be safely secured in backpacks, and shall not be played with during transportation.
7. Students who do not normally ride the bus will not be permitted to ride, even with parent/guardian request, unless there is sufficient seating capacity for the regular riders.
8. Students will not be allowed to get off the bus at a stop other than their own without a written request from his/her parent or guardian. Neither bus drivers nor parents may alter the designated school bus stops. ALL written requests must be submitted to the school office who will then convey the information to the Transportation Department. Drivers will not accept requests.
9. Most students are courteous and thoughtful bus riders. The following procedures will be instituted for inappropriate behavior:

   VERBAL WARNING: The bus driver will inform the student that this is an official warning.

   1ST BUS CONDUCT REPORT: Initial warning of improper behavior. Student may be denied bus privileges.

   2ND BUS CONDUCT REPORT: Student will be denied bus privileges for a minimum of one school day.

   3RD BUS CONDUCT REPORT: Student will be denied bus privileges for a minimum of five school days and a conference with the parent/s/guardian/s, student principal or designee, and transportation staff member is required.

   4TH BUS CONDUCT REPORT: Student will be denied bus privileges for a minimum of ten school days, up to a maximum of the remainder of the school year.

RIGHTS, COMPLAINTS AND DUE PROCESS PROTECTIONS

[EC§§200, 220, 234, 260 *et seq.*, 56501; PC 422.55; Title IX; 20 USC 1681-1688, 42 USC 20000d-20000d7; 34 CFR 106.9,Title VI of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act (IDEA); GC 1135; 5 CCR 4610, 4622] The District is committed to equal opportunity for all individuals in education and employment and does not discriminate on the basis of race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnic background, immigration status, age, religion (including all aspects of religious

belief, observance, and practice, and includes agnosticism and atheism), marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity. gender expression, gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth, or genetic information. Discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics is prohibited. The district is primarily responsible for complying with state and federal laws and regulations and has procedures in place to address allegations of unlawful discrimination and complaints alleging violation of laws governing educational programs and to all acts of the governing board, district superintendent, and the county superintendent of schools in enacting the school district's policies and procedures. Employees, students, parents or guardians, advisory committees, and other interested parties may file a complaint if they so desire. Privacy and confidentiality are respected in all complaint investigations. The District's Title IX Coordinator is designated by the Superintendent.

DISTRICT'S UNIFORM COMPLAINT PROCESS [5 CCR§4622] A UCP complaint, except for a UCP alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than 12 months from the date the alleged violation occurred. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying must be filed within six months of the occurrence or when facts became known. Complaints regarding a special needs student must be filed within 12 months of the occurrence. The Uniform Complaint Procedure can be used in cases of 1) Accommodations for Pregnant and Parenting Pupils, Adult Education Programs, After School Education and Safety Programs, Agricultural Career Technical Education,Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development programs, Compensatory Education, Consolidated Categorical Aid Programs, Course Periods without Educational Content, discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610), discrimination includes, but is not limited to, the Board's refusal to approve the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040., unless such a study would violate Ed Code 51501 or 60040. Additionally, discrimination includes but is not limited to, the Board's adoption or approval of use of any textbook, instructional material, individual or group consistent with and library books, and permitting the use of textbooks, instructional materials, or classroom curriculum that subjects a student to unlawful discrimination pursuant to Ed Code 220. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). Ed Code 243,244). The UCP shall not be used to investigate and resolve employment discrimination complaints. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, and students formerly in a juvenile court school, students who are migratory, and newcomer students, Every Student Succeeds Act, Local Control and Accountability Plan, Migrant Education, Physical Education Instructional Minutes, student Fees, Reasonable Accommodations to a Lactating student, Regional Occupational Centers and Programs, School Plans For Student Achievement as required for the consolidated application for specified federal and/or state categorical funding, School Site Councils as required for the consolidated application for specified federal and/or state categorical funding, State Preschool Programs, State Preschool Health and Safety Issues in license-exempt programs, any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate. Every school office as well as the District Office can provide you with a free copy of the district's uniform complaint procedures. Pupil fees or LCAP complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. In order to identify appropriate subjects of state preschool health and safety issues pursuant to HSC Section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school in the district. The notice shall (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC Section

1596.7925. You may obtain a uniform complaint form on our district webpage at eesd.net or at 1155 Mistletoe Lane. The Board designates the HR Director to receive and investigate complaints and ensure district compliance with the law. Complaints should be submitted in writing to: Superintendent, Enterprise Elementary School District, 1155 Mistletoe Lane, Redding, California 96002, Telephone: (530) 224-4100. The Superintendent or designee shall be considered the representative of the District responsible to receive and coordinate responses to complaints and related correspondence regarding this policy. If you are unable to put a complaint in writing, District staff will assist you in the filing of your complaint. Within 3 days of receiving a complaint, the Superintendent or designee will informally discuss with you the possibility of mediation. Each complaint will be investigated by the appropriate site or District Office. An opportunity will be provided for complainants and/or representatives to present relevant information. The investigation may include an opportunity for the people involved to meet and discuss the dispute. Documents that may provide information relevant to the alleged violation may be reviewed. The District's decision will be rendered in a written report which will be sent to the complainant within 60 calendar days of receipt of the complaint, unless the complainant, in writing, agrees to an extension of the timelines. The report will contain: Findings and disposition of the complaint; Corrective actions, if any; Rationale for the findings, along with any supporting documentation. In addition, a complainant may appeal the District's decision to the California Department of Education by filing a written appeal with the State Superintendent within thirty days after receiving the District decision. Extensions for filing appeals may be granted in writing for good cause. The appeal must 1) Specify the reason (s) for appealing the decision; and 2) Include a copy of the original complaint and a copy of the District's decision.

In a discrimination complaint, you have the right to seek civil law remedies no sooner than sixty days elapsed since filing an appeal with CDE. The moratorium does not apply to injunctive relief. A complainant may pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws. All complaints and responses are public record.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) NONCOMPLIANCE [EC§52075] School districts, charter schools and county offices of education are required to adopt and annually update their LCAPs. LCAP non-compliance complaints may be filed under the Uniform Complaint Procedures and may be filed by any member of the public, including anyone electing to file anonymously. Complaints, including anonymous complaints, must still provide evidence or information leading to evidence to support the allegation (Education Code Section 52075). If a complainant is not satisfied with the district's decision, the complainant may appeal to the California Department of Education and receive a written decision within 30 days.

UNIFORM COMPLAINTS – GRADUATION AND COURSEWORK REQUIREMENTS FOR FOSTER YOUTH, HOMELESS, FORMER JUVENILE COURT, AND STUDENTS LIVING IN ACTIVE DUTY MILITARY HOUSEHOLDS, FOR MIGRATORY AND NEWLY ARRIVED IMMIGRANT STUDENTS PARTICIPATING IN A "NEWCOMER PROGRAM" [EC §§48853, 49069.5, 51225.1, 51225.2]

The district's uniform complaint procedures cover complaints pertaining to the education of homeless students and students in foster care, including, but not limited to failure to:

a) Allow a foster child to remain in his/her school of origin while resolution of a school placement dispute is pending;
b) Place a foster child in the least restrictive educational programs and provide access to academic resources and services, and extracurricular and enrichment activities available to all students and make educational and school placement decisions based on the best interest of the child;
c) Provide educational services for foster children living in emergency shelters;
d) Designate a staff person as the educational liaison for foster children. The educational liaison must ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children, and assist foster children when transferring from one school or district to another by ensuring the proper transfer of credits, records and grades;
e) Compile and transfer the complete educational record, including full or partial credits earned and the current classes and grades, of a transferring foster child to the next educational placement;
f) Ensure the proper and timely transfer between schools of students in foster care;
g) Within two business days of receipt of a transfer request or notification of enrollment from the new local educational agency, transfer the student and deliver the student's complete educational information and

records to the next educational placement;

h) Ensure that no lowering of grades will occur as a result of a foster student's absence due to a change in placement by a court or placing agency, or due to a verified court appearance or related court activity;
i) Within 30 days of transferring, after the completion of the second year of high school, students must be notified that s/he may be exempt from local graduation requirements and that this exemption continues after the court's jurisdiction over a foster child ends, when a homeless student is no longer homeless, when a student is no longer under the jurisdiction of a juvenile court, or when the student no longer lives in the household of an active duty service member; (Ed. Code § 51225.1(d));
j) Accept coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, even if the student did not complete the entire course; and must issue full or partial credit for the coursework completed. For students living in active duty military households, "public schools" include schools operated by the United States Department of Defense. (Ed. Code § 51225.2(b));
k) Students may not be required to retake a course satisfactorily completed elsewhere. If the student did not complete the entire course, the school district or county office of education may not require that the student retake the portion already completed, unless the school district or county office of education, in consultation with the holder of the student's educational rights, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the student must be enrolled in the same or equivalent course in order to continue and complete the entire course (Ed. Code § 51225.2(b) and (d));
l) Students may not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California (Ed. Code § 51225.2(e));
m) Exempt students transferring between schools at any time after the completion of his/her second year of high school from all coursework and other requirements adopted by the district's governing board that are in addition to the statewide coursework requirements for graduation found in Education Code section 51225.3, unless the district makes a finding that the student is reasonably able to complete the district's graduation
o) Within 30 calendar days of the school transfer, the school district must notify a student who may qualify for the exemption from local graduation requirements, his or her parent/guardian, the person holding the right to make educational decisions for the student, the foster youth's social worker, a former juvenile court student's probation officer, and, in the case of homeless students, the school district's liaison for homeless students, of the availability of the exemption from local graduation requirements and whether the student qualifies for the exemption (Ed. Code § 51225.1(d)(1) - (4)) If the school district fails to provide timely notice of these rights, the student will be eligible for the local graduation requirements exemption even after the student is no longer: (1) homeless, (2) in foster care, (3) under the juvenile court's jurisdiction, or (4) living in the household of an active duty military service member, if the student otherwise qualifies for the exemption. (Ed. Code § 51225.1(d).);
p) Students exempted from local graduation requirements who complete statewide coursework requirements before the end of their fourth year of high school may not be required or asked to graduate before the end of their fourth year of high school, if otherwise entitled to remain in attendance. (Ed. Code § 51225.1(e).);
q) If a student is exempted from local graduation requirements, the school district must notify the student and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and must provide information about transfer opportunities available through the California Community Colleges (Ed. Code § 51225.1(f));
r) Students eligible for the exemption from local graduation requirements and who would otherwise be entitled to remain at the school, shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses necessary to attend an institution of higher education, regardless of whether those courses required for statewide graduation requirements (Ed. Code § 51225.1(g));
s) If a student is not exempted from local graduation requirements or has previously declined the exemption, the school district must exempt the student at any time if he/she requests and qualifies for the exemption (Ed. Code § 51225.1(h));
t) Once exempted from local graduation requirements, the school district shall not revoke the exemption (Ed. Code § 51225.1(i)); the student transfers to another school or school district (Ed. Code § 51225.1(j)(1));If a homeless student is exempted from local graduation requirements, the exemption must continue to apply after the student is no longer homeless while s/he is enrolled in school or if the student transfers to another school or

school district (Ed. Code § 51225.1(j)(2));

v) If a former juvenile court school student is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1 (j)(3));

w) For students living in active duty military households, the exemption will continue to apply after: (1) a student transfers to another school or school district, or (2) a student no longer meets the "child of military family" definition. (Ed. Code § 51225.1 (j)(4).);

x) A school district may not require or request that students transfer schools in order to be exempted from local graduation requirements (Ed. Code § 51225.1 (k)); and

y) Transfer requests may not be made on a student's behalf solely to qualify the student for an exemption under this section. (Ed. Code § 51225.1 (l).)

Complaints of non-compliance may be filed under the local educational agency's Uniform Complaint Procedures. A complainant not satisfied with the local education agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. (Ed. Code §§51225.1(m) and 51225.2(f).)

JUVENILE COURT STUDENTS – GRADUATION REQUIREMENTS AND CONTINUING EDUCATION OPTIONS [EC 48645.7] In addition to being exempt from local graduation requirements and the right to receive credit for coursework completed while in juvenile court schools, Assembly Bill 1124 provides more extensive graduation and continuing education options for juvenile court students who have qualified for a diploma. Education Code section 48645.7 requires that county offices of education notify juvenile court students who have qualified for a diploma, their educational rights holders, and their social workers or probation officers of the following:

(1) The student's right to a diploma without having to complete coursework or other requirements that are in addition to statewide graduation requirements (Ed. Code §§ 48645.7(a)(1)(A) and 48645.5(d));

(2) How taking coursework and other requirements adopted by the governing board of the county office of education, or continuing education upon release from the juvenile detention facility will affect the student's ability to gain admission to a postsecondary educational institution (Ed. Code § 48645.7(a)(1)(B));

(3) Information about transfer opportunities available through the California Community Colleges (Ed. Code § 48645.7(a)(1)(C));

(4) The student's or, if a minor, the education rights holder's option to allow the pupil to defer or decline the diploma in order to take additional coursework if the county office of education makes a finding that the student could benefit from the additional coursework and graduation requirements adopted by the county office of education. (Ed. Code § 48645.7(b).); When deciding whether to decline the diploma, the county office of education must advise the student, or if a minor, his/her educational rights holder, whether the student is likely to do all the following upon his/her release from a juvenile detention facility:

   a. Enroll in a school operated by a local educational agency or charter school;
   b. Benefit from continued instruction; and
   c. Graduate from high school. (Ed. Code § 48645.7(c).)

Complaints of non-compliance with juvenile court students' graduation and continuing education rights may be filed with the local educational agency under its Uniform Complaint Procedures. A complainant not satisfied with the local educational agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. (Ed. Code § 48645.7(e).)

PREGNANT AND PARENTING STUDENT RIGHTS The Rights and options available to pregnant and parenting students. (Ed. Code § 222.5 and 221.51). Local educational agencies (including school districts and charter schools):

a. Shall not apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.

b. Shall not exclude nor deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefore.

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

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

e. Shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition. (Ed. Code § 46015)

a(1) pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise the right. Failure to notify the school shall not reduce these rights.

(2) A pregnant or parenting student who does not wish to take all or part of the parental leave to which s/he is entitled shall not be required to do so.

(3) A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.

(4) When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program.

(5) During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements.

(6) A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave.

(7) Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

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

(9) A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency.

(10) A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

(11) A student shall not incur an academic penalty as a result of his or her use of accommodations.

(b) A complaint of noncompliance with these requirements may be filed with the district under its Uniform Complaint Procedures.

UNIFORM COMPLAINTS – ELEMENTARY SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL MINUTES [EC§§51210, 51223] Students in an elementary school maintaining grades 1-8 are required to receive a minimum of 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding the failure to comply with these physical education instructional minute requirements may be filed under the Uniform Complaint Procedures. Complainants not satisfied with the district's decision may appeal to the California Department of Education (CDE) and receive a written decision from the CDE within 60 days.

TEXTBOOK/LIBRARY BOOK USE AND SUFFICIENCY COMPLAINTS: AB 1078 authorizes complaints regarding actions taken by the Governing Board, county board of education, or governing board of a charter school alleging unlawful discrimination in prohibiting classroom or library materials on the basis that it contains inclusive and

diverse perspectives. This includes the study of the role and contribution of the following: people of all genders, Native Americans; African Americans; Latino Americans; Asian Americans; Pacific Islanders; European Americans; LGBTQ+ Americans; persons with disabilities; and other ethnic, cultural, religious, and socioeconomic status groups. SB 153 further prohibits local governing boards from adopting or approving the use of any textbook, instructional material, or classroom curriculum that subjects a student to unlawful discrimination. Complaints regarding insufficient textbooks or instructional materials, may be filed by any member of the public, may be filed anonymously, and may be filed directly with the State Superintendent of Public Instruction.

Complaints alleging that the District governing board, District Superintendent, or the County Superintendent of Schools subjected a student to unlawful discrimination pursuant to Education Code section 220 when enacting policies or procedures, including when adopting, approving, or prohibiting the use of any textbook, instructional material, curriculum for classroom instruction, or any professional development materials or services are covered by the District's Uniform Complaint Procedure and may be filed directly with the State of Public Instruction.

WILLIAMS COMPLAINT PROCEDURE [EC§§35186, 37254, 48985, 52378] Deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to students or staff, and teacher vacancies or misassignments, fall under the Williams Act. Parents should use the aforementioned Uniform Complaint Procedure, with the following modifications, to file a complaint. Complaints related to textbooks and/or instructional materials may be filed directly with the Superintendent of Public Instruction. Forms are available, free of charge, at the school office, but you need not use the form to make a complaint. Forms should be turned into the principal or designee who will make every reasonable attempt to investigate. Complaints beyond the site authority will be forwarded to the district within 10 days. Complaints may be filed anonymously. If the complainant identifies him/herself, a response may be requested and will be sent to the mailing address on complaint. If the district is required to provide material in a foreign language, based on California Department of Education census data, and if requested, the response and report will be written in English and the language in which the complaint was filed. The form has a checkbox to request a response and indicates where to file the form. It should take no longer than 30 days to remedy a valid complaint. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe. If you are not satisfied with the resolution, you may describe the complaint to the Governing Board at a regularly scheduled meeting. Quarterly, the district reports the number of resolved and unresolved complaints and summarizes data regarding complaints and resolutions to the county superintendent and the local Governing Board in public session making it part of the public records.

MANAGEMENT PLAN FOR ASBESTOS-CONTAINING MATERIAL

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.

The Enterprise Elementary School District
Family of Schools

ALTA MESA ELEMENTARY SCHOOL (TK-5)

2301 Saturn Skyway, Redding, 96002
530-224-4130 * 530-224-4131 (Fax)
Preschool 530-224-4139
Afterschool Program 530-224-4225
Kristen Crites , Principal
Kaylene Elliott, School Secretary
Michelle Poland, Student Services Clerk
Camay Bryant, Health Clerk

BOULDER CREEK SCHOOL (TK-8)

505 Springer Drive, Redding, 96003
530--224-4140 * 530-224-4141 (Fax)
Preschool 530-224-4148
Afterschool Program 530-224-4164
Courtney Haedrich, Principal
Maggie Russo, Assistant Principal
Ed Schneider, Assistant Principal
Deanna Barnes, School Secretary
Kensey Jones, Student Services Clerk
Andrea Wilson, Health Clerk

LASSEN VIEW ELEMENTARY SCHOOL (TK-5)

705 Loma Vista Drive, Redding, 96002
530-224-4150 * 530-224-4151 (Fax)
Preschool 530-224-4477
Afterschool Program 530-224-4159
Stephanie Dahlberg, Principal
Pam Darrow, School Secretary
Karla Barry, Student Services Clerk
Andrea Watkins, Health Clerk

MISTLETOE SCHOOL (TK-8)

1225 Mistletoe Lane, Redding, 96002
530-224-4160 * 530-224-4161 (Fax)
Preschool 530-224-3232
Afterschool Program 530-224-4169
Cody Brawley, Principal
Karle Nye, Assistant Principal
Susan Barton, School Secretary
Debbie Fisher, Student Services Clerk
Sian Booth, Health Clerk

PACE ACADEMY (K-8)

3200 Adams Lane, Redding, 96002
530-224-4236 * 530-224-4238 (Fax)
Joshua McAuliffe, Principal
Sammi Rocha, School Secretary
& Student Services Clerk

PARSONS JUNIOR HIGH SCHOOL (6-8)

750 Hartnell Avenue, Redding, 96002
530-224-4190 * 530-224-4191 (Fax)
Afterschool Program 530-224-4222
Kyle Vierra, Principal
Stacy Bourget, Assistant Principal
Andrea Rubio, Assistant Principal
Izetta McKenzie, School Secretary
Terri Welch, Student Services Clerk
Allison Graham, Health Clerk

REDDING COLLEGIATE ACADEMY (TK-12)

3200 Adams Lane, Redding, 96002
530-224-4240 * 530-224-4230 (Fax)
Chuck Seligman, Principal
Shada Carlson, School Secretary
Shaylynn Lee, Student Services Clerk

ROTHER ELEMENTARY SCHOOL (TK-5)

795 Hartnell Avenue, Redding, 96002
530-224-4170 * 530-224-4171 (Fax)
Preschool 530-224-4178
Afterschool Program 530-224-4179
Holly Jones,, Principal
DeAnna Arnold, School Secretary
Jessica Millimaki, Student Services Clerk
, Health Clerk

SHASTA MEADOWS ELEMENTARY SCHOOL (TK-5)

2825 Yana Avenue, Redding, 96002
530-224-4180 * 530-524-4181 (Fax)
Preschool 530-224-4189
Afterschool Program 530-224-4184
Scotti Gold, Principal
Erin Silva, School Secretary
Laura Gamsby, Student Services Clerk
Priscilla Cortez, Health Clerk