Student & Family Handbook



Hamilton Elementary School
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Office Hours
8:00 am-4:00 pm
Monday-Friday
(Hours subject to change)

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Welcome

Dear Families, Students and Hamilton City Community,

Welcome back to a new school year! The Hamilton Elementary School staff is excited to provide another fulfilling educational experience for all of our students. For being a small community of only about 2200 residents, Hamilton City and Hamilton Elementary School have a lot to be proud of! We have a fantastic staff, amazing students, wonderful families, and supportive partners. To begin, our dedicated staff never stops learning. For example, this summer many of our staff participated in professional development workshops all over the state including our local area. HES is proud and distinct in how it employs many Hamilton Unified alumni. These remarkable alumni are giving back to their community and many of them still reside in Hamilton City or within the Glenn County area.

The Hamilton Community is also very proud of their HES students! HES students are involved, friendly and connected to their community. Our students enjoy being at school and this shows in our great attendance records! HES is also super proud of their alumni! It's gratifying to have many HES students continue their education in great universities such as UC Berkeley, Chico State, UC Davis, and Stanford to name a few. Many successful HES alumni are now business owners, engineers, farmers, firefighters, healthcare workers, law enforcement officers, lawyers, professional athletes, professors, educators, and school personnel. Our current students definitely have solid role models to look up to.

As for our HES families, I would like to start with a thank you! Thank you for trusting us with your children and thank you for getting them to school everyday. Like it was mentioned above, HES has great attendance rates and that is because of the parents' efforts to ensure their children are here daily. Parents, we love to see you at our Awards Assemblies, Back to School Nights, Parent-Teacher Conferences and carnivals so please make sure you have all of the events on your calendars for the upcoming school year. Also, please continue to communicate with us and visit your parent portal regularly for updates.

Over the years, HES has developed great partnerships and we appreciate their support! First, thanks to our district personnel for their assistance and guidance. Next, The Boys & Girls Club is one of our biggest partners. B&GC provide a terrific after school and summer program! Our HES students and families are lucky to have B&GC in the community. Additionally, we have great partnerships with Chico State and Glenn County Office of Education. Both Chico State and GCOE provide an excellent range of professional development to support our teachers and administrators.

In closing, we are thrilled to see you back on campus! It is our goal to continue to provide meaningful experiences for our students and families. Together as a community, we can champion our students to follow in the footsteps of our successful alumni and continue to make us proud!

Vamos Lobos!

Ulises Tellechea
Principal

Hamilton Elementary School, Vision Mission and Values

District Vision

The Hamilton Unified School District will provide a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.

Our Mission

All students at Hamilton Elementary School will achieve at high levels.

Our Vision

Our vision is to create a K-8 school that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it operates.

We value:

We value educational equity and access with an emphasis on inclusion by ensuring procedures and systems are in place to support all staff in meeting the needs of all students with the following actions: Teaching and Modeling of school-wide expectations, creation of a safe, positive and engaging environment, and collaboration to analyze academic, behavioral, and socio-emotional data to inform school-wide decisions.

8th Grade Promotion Policy

The district has developed the following standards and proficiencies for student achievement for 8th grade promotion. A certificate of promotion, the accompanying promotion ceremony, and or promotion activities will be awarded only to those eighth grade students who have met the following standards and proficiencies:

Please ensure you understand the 8th grade Promotion Policy.

1. **ATTENDANCE-** Students must have 90% or better attendance while enrolled in 8th grade.
2. **GRADES-** Students must pass All classes with a minimum of a D- or better/CR (credit) each quarter. After school support will be offered for students who need extra assistance or need to make up failing grades. Students should make up any F's by the end of the following quarter. Failure to meet these requirements may result in the loss of promotion activities in the order they occur, beginning with the 8th grade field trip, followed by the 8th grade dance, and finally the promotion ceremony.
3. **US CONSTITUTION-** Students must pass all parts of the Constitution Project or will be given a supplemental assessment which must be completed and passed within the allotted time.
4. **BEHAVIOR-** Students may not have more than 2 out of school suspensions or 3 alternative placements throughout their eighth grade year.
5. **COMMUNITY SERVICE-** Students must complete a minimum of 5 hours of community service.

★ Students who do not meet the promotion standards, will NOT be able to attend the end of year 8th grade promotion activities: 8th grade field trip, 8th grade dance, and/ or promotion ceremony.

★ Students who receive an out of school suspension in the last quarter of school will NOT be able to attend the class trip if the suspension is before the class trip. If the suspension is after the trip, the student will not be able to attend the promotion dance.

Teachers will contact parents when grades are not at a passing level via progress reports, report cards, and parent conferences. However, the individual student has the **primary** responsibility for meeting these standards. Parents also have the availability of checking grades at any time online through Aeries Parent Portal and through quarterly progress reports and report cards.It is the task of the student and parent to check on a continuing basis the student's status regarding these standards.

Advancement to high school for students who do not meet these promotion standards will be considered on an individual basis. Parents will be involved in the decision.

Policies, Procedures, and Rights

This section provides an overview of important laws and district policies that may affect your child's educational experience. In many cases, California state law and district policy require schools to inform parents and guardians of their rights, responsibilities, and the procedures in place to support students.

Copies of the district's policies and procedures, especially those related to student behavior and conduct are available at the district office upon request. A summary of key laws and policies is provided below for your reference.

Attendance

California Compulsory Education Law

Under California law, all children between the ages of 6 and 18 are required to attend school regularly. This requirement does not apply to students who have already graduated from high school or who have passed the California High School Proficiency Exam (CHSPE) and have parent or guardian permission.

Regulations

The law requires school attendance of children between the ages of 6 and 18 and must attend full-time Section 48200 of the Education Code.

As part of a countywide effort to improve student attendance, the Glenn County Office of Education has implemented the School Attendance Review Board (SARB) program. An attendance coordinator has been assigned to monitor and support the program, helping schools and families address attendance concerns early and effectively.

To help families understand their responsibilities regarding school attendance, we have outlined key California Education Codes below:

- **Education Code 48260**: A student is considered *truant* when they are absent from school without a valid excuse for **three full days** in one school year, or if they are **tardy or absent for more than 30 minutes** during the school day on **three occasions**. When a student is classified as truant, the school is required to report them to the attendance supervisor or the District Superintendent.
- **Education Code 48262**: If a student is truant or tardy (more than 30 minutes) **more than three times** in a school year, they are considered a *habitual truant*.
- **Penal Code 270.1**: A parent or legal guardian of a student who is identified as a *chronic truant* (ages six and older, in grades K–8) may be issued a citation and charged with a **misdemeanor**. In some cases, the matter may be referred to the **District Attorney's Office**.

These laws are in place to promote regular school attendance and support student success. Early and consistent communication between families and schools can help address attendance issues before they become serious.

Absences are excused for the following reasons (Ed. Code 4825):

- Illness
- Funeral services in the immediate family (not more than five days per incident)
- Medical/dental appointments for the student
- Quarantine
- Court appearance
- Justifiable personal reasons (e.g., religious)
- Mental Health or Behavioral Health

Parents are responsible for calling school each day to advise the school of a child's absence. Absences not cleared within a reasonable time will be considered unexcused. Parents must adhere to the school calendar and plan vacations accordingly. Vacations taken during school days are considered unexcused absences.

Hamilton Unified School District Illness Policy:
Parents or legal guardians may excuse their student from school for illness a maximum of ten (10) times per school year. (AR 5113 c. b.) After a student has reached or exceeded ten (10) excused illnesses, a doctor's note is required to excuse any further illnesses. In lieu of a doctor's note, a parent or legal guardian may bring their student in to see the school nurse to verify an illness. Without a doctor's note, each day of "illness" beyond ten (10) will be considered an unexcused absence, which will trigger the district truancy process."
*mental health is included as part of the illness policy

Should you have any questions regarding what is stated above contact Dianna Camarena, HUSD Social Services Coordinator. 530-826-3474

Residency Requirements (Ed Code 48200, 48204)
To establish the right for attendance in a school district, a child of compulsory age (6 to 18) must be living with a parent, relative, legal guardian, or a caregiver within district boundaries. In addition, a child complies with the residency requirements for school attendance in the District if he/she is any of the following:

1. A pupil placed within the boundaries of that school district in a regularly established LCI or licensed foster home or family home pursuant to a commitment or placement
2. A pupil for whom interdistrict attendance has been approved
3. A pupil whose residence is located within the boundaries of that school district and whose parent/guardian is relieved of responsibility, control and authority through emancipation.
4. A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district.
5. A pupil residing in a state hospital located within the boundaries of that school district.

If you have questions regarding the residency of your child, contact the school office.

Inter-district Students

Students attending Hamilton Elementary School from outside the district attendance area shall complete an inter-district attendance agreement from their district of residence as per BP 5111.2. Inter-district students may attend Hamilton Unified School District (HUSD) schools as guests as per BP 5111.1, Priority Admissions Policy. **This agreement may be revoked at any time for reasons of truancy, misbehavior, or unsatisfactory academic performance.**

Students living in the HUSD who wish to attend a public school outside the district attendance area must apply for an inter-district transfer at the district office.

Excused Absences for Observation of Religious Holidays (Ed Code 48205)

Pupils may be excused from school for observation of a religious holiday or ceremony when the absence has been requested in writing by the parent and approved by the Principal. The absent student shall be allowed to complete all missed assignments and tests that can be reasonably provided.

Closed Campus

Students may not leave campus for any reason, at any point in the day, without permission and clearance from the office. Visitors must check in in the office (*see visitors/guests guidelines*)

Permission to Leave School

Permission to leave campus during the school day must be given by the office. Students must not leave campus without checking out in the office. Students who leave campus without permission will be considered truant. Students who know they will be leaving early must notify the office and must have the adult picking up the child sign them out at the office on the appropriate form. Please note: If your child will be late to school more than 30 minutes, the child and parent must physically check into the office prior to the student going to their classroom.

Discipline

Student Code of Conduct

Hamilton Elementary School strives to educate, support and encourage students so that they may achieve the highest level of academic excellence while demonstrating responsible behavior. HES works to assist students to develop a strong sense of self-esteem, respect and appreciation for others. We expect students to positively participate in creating a thoughtful, supportive community.

HES believes that schools of excellence and positive behavior go hand in hand. Ideally, positive behavior is self-directed and self-controlled. Schools and parents share the responsibility to help students develop self-discipline-positive behaviors. Academic success is dependent upon many factors and personal discipline is critical if a student is to realize his/her full potential. Likewise, behavioral discipline and positive behavior is necessary to ensure an orderly, safe learning environment in which students may learn.
HES aims to keep the school and classroom atmosphere upbeat, secure, and compassionate. HES has put in place a Positive Behavior Intervention & Supports program to promote a secure, upbeat, and productive workplace. The PBIS program is explained in the pages that follow.

Positive Interventions and Supports (PBIS)

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-Wide PBIS Team?

The PBIS team is representative of our entire school staff, including classroom teachers, support staff, and Special Education staff.

SCHOOL-WIDE PBIS TEAM (TIER I):

Year 1-2 Implementation Team	Year 3 Implementation Team
Maria Elena Alvarez - 1st Grade Teacher Shelly Whittaker – 3rd Grade Teacher Maria Llamas- 6th Grade Teacher Derek Nall- Middle School PE Teacher Kile Taylor– Education Specialist Shannon Taylor- Yard Supervisor Jazmin Martinez- Administrative Assistant Dianna Camarena- School Social Worker Maggie Sawyer – Administrator Ulises Tellechea – Administrator	Maria Lupita Esquivel - 2nd Grade Teacher Shelly Whittaker – 3rd Grade Teacher Jocelyn Duenas- Middle School Teacher Eden Wylie- Education Specialist Shannon Taylor- Yard Supervisor Jazmin Martinez- Administrative Assistant Dianna Camarena- School Social Worker Maggie Sawyer – Administrator Ulises Tellechea – Administrator

Responsibilities of the School-wide PBIS team:

- Meet monthly to plan and coordinate school-wide behavior systems; our PBIS Team Leader facilitates these meetings and serves as the liaison with PBIS Consultant. Plan PBIS activities and programs such as: Golden Ticket, Fun Treat Friday, Prize Wheel, award assemblies, lesson rotations of school rules, as well as continually monitoring and updating our programs.
- Attend meetings and trainings to continue developing and maintaining our PBIS program.
- Present PBIS news and updates at staff meetings and receive input and feedback from staff.

Behavior Intervention TEAM- TIER II

Team Members:

Dianna Camarena, School Soc. Worker-BIT Facilitator and Progress Monitoring
Shannon Taylor, Yard Sup.- BIT Data Entry and Progress Monitoring
Maria Reyes- School Counselor
Ariel Ellis- School Psychologist
Maggie Sawyer- Administrator
Ulises Tellechea- Administrator

Responsibilities:

- Meet monthly to discuss interventions for students who fall within the Tier II & III range based on the school-wide behavior screener/SWIS
- Meet monthly to discuss interventions for students who are referred to the BIT from staff.
- Monitor student progress who are receiving interventions
- Make Tier III referrals as needed (Implementation of Tier III supports will begin in 25-26)
- Devise behavior support plans as needed.

Sample of Tier II Intervention

Middle School HOWL Report

Name: _____ Date: _____

Teachers: Please indicate YES (2) So-So (1), or no (0) regarding the student's achievement for the following goals.

Goal	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total							
Teacher Initials							

Check In = 6 points _____ initial **Check Out** = 6 points _____ initial

Daily Goal: 80% = 40/50 Goal = Met / Not Yet Daily Score = _____/50

Wellness Team/ TIER III Implementation in 25-26

Program Description

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all** school staff will be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, after school program staff (B&GC), substitute teachers and even volunteers.

Be Safe, Be Respectful, and Be Responsible

Why do we have School-wide rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules, students are able to understand and remember the expectations. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that *recognizing students for following the rules is even more important than catching them breaking the rules.* By stating rules positively, staff will be more likely to catch students engaging in the appropriate behavior.

HES's expectations are broad enough to talk about all potential problem behaviors and the PBIS can teach all specific behavioral expectations (across all school settings) according to these simple rules, for example:

- " You were **Being Safe** when you cleaned up your juice from the floor because someone could have slipped on the spill and gotten hurt."
- "You were **Being Very Responsible** when you asked your classmate to use the restroom and get a drink before the bell."
- "Thank you class, for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the lesson."

The **HES Behavioral Expectations Matrix** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.
All staff and students in the school are expected to know the School-Wide Rules. Regular teaching of the school-wide rules is a part of our school culture and we will evaluate knowledge of the rules twice per year (Fall & Spring). The goal is for at least 90% of staff and students to know the school-wide rules.

School Rules Posters are shared and posted in every room in the school, including all classrooms, common areas, the cafeteria, hallways, and the front office. These visual reminders help to prompt staff and students to be mindful of our school rules.

Behavioral Expectations

Be safe. Be responsible. Be respectful.

	Safe	Responsible	Respectful
 Bathrooms	• Wash your hands with soap and water • Keep water in the sink • Always walk • Use the toilet properly	• Flush the toilet when done • Only flush toilet paper in the toilet • Promptly return to class • Tell an adult about any problem or unsafe conditions	• Use quiet voices • Give others privacy • Close the bathroom stall door
 Cafeteria	• Sit on your bottom, feet on the floor, face the table • Eat your own food • Keep hands and feet to yourself • Stay seated until dismissed	• Use a quiet voice • Clean up after yourself • Food must stay in cafeteria	• Say "Please" and "Thank You" • Listen to adults • Chew with mouth closed • Allow anyone to sit next to you
 Classroom TK - 5	• Keep all hands and feet to self at all times • Walk at all times • While seated: keep 2 feet and chair legs on the floor	• Complete all assigned tasks • Come to class on time • Be prepared: have all necessary materials	• Use quiet voice • Raise your hand and wait your turn to speak • Listen to all instructions and directions
 Classroom 6 - 8	• Stay in your seat (unless you have permission to get up) • Keep hands, feet, and objects to self • Walk at all times	• Have learning materials ready • Turn in homework • Use active listening • Participate • Complete tasks	• Help others when appropriate • Follow directions the first time • Sit in a learning position • Treat others the way you would like to be treated • Keep a positive attitude • Use an inside voice
 Hallways & Common Areas	• Hands at your side • Face forward • Walk	• Go directly to destination • Stay in line • Remain in walking areas only	• Be aware of others • Use polite greetings • Quiet voices or voices off
 Library	• Enter and exit through the proper doors • Hold books and materials with two hands	• Enter quietly • Sit and wait for directions • Follow adult directions • Follow the library rules • Use place holders properly	• Handle books and materials with care
 Playground & Field	• Keep hands and feet to yourself • Use equipment and play area appropriately • Rocks, sticks and other items must remain on the ground • Walk on blacktop • Run only on field	• Put equipment away at the end of recess • Use the restroom and get a drink at recess/break • Avoid water puddles • Follow playground rules	• Take turns • Share equipment • Include and encourage others during play • Listen and respect all adults on playground • Practice good sportsmanship

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right During the first week of school, teachers work with their students on classroom and schoolwide rules and expectations. Within the first month of school, we focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team organizes a set of events that provide students and staff with a memorable and positive first month of school in which everyone learns the rules, expectations, and routines at Hamilton Elementary School.

Timeline:

- First month of school and first weeks of school after winter break
- There will be two days of rotations to introduce and re-teach expectations to all classrooms

Why teach the Rules, Expectations, and Routines during the first week of school?
One of the major reasons to teach behavioral expectations and routines across settings is to encourage all staff and students to be on the same playing field. When our staff and students have a common understanding of our rules, expectations, and routines, we have consistency across staff in enforcing the school rules and also the understanding that students have been exposed to the rules and may need positive reminders and reinforcement.

What are Routines?
Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, and arriving and leaving school. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught during the first few weeks of school and consistently reinforced when needed.

Booster Sessions: Re-teaching the Rules, Expectations and Routines.
Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Every **Friday** prior to the weekly drawing announcement, teachers refer to one expectation that will be the main focus for the following week. Staff is encouraged to reward students who are following that expectation with Wolf Buck and positive praise.
The Appendix pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules including sample lesson plans.

Incentive Programs

Wolf Bucks/Lobo Bucks

At Hamilton Elementary, students are rewarded for knowing the way, going the way and showing the way. If a student is caught being safe, respectful, and responsible, they are given a Wolf Buck. The adult that gives the Wolf Buck marks what quality the student was exhibiting and where on the campus it took place. It is important that when the adult recognizes this student for doing the right thing, that they have a conversation with the student about why they are being rewarded. The conversation is just as important as the Wolf Buck, because we want the student to clearly know what they have done well and relate it to the schoolwide expectations.

Students can use their Wolf Bucks in a variety of fun and rewarding ways:

- **Otter Pop/Cookie Fridays**: Students may exchange **three Wolf Bucks** for a popsicle or cookie during designated Friday reward days.
- **Classroom Drawings**: Students can enter their Wolf Bucks into classroom drawings for a chance to participate in **The Big Spin** prize wheel.
- **Quarterly Prize Drawings**: During each awards assembly, students will have the opportunity to win larger prizes through a schoolwide Wolf Buck drawing. Prizes may include gift cards, puzzles, LEGO sets, sports equipment, and more.

The Wolf Bucks program is one way we celebrate and encourage positive behavior and good citizenship throughout our school.

The Big Spin

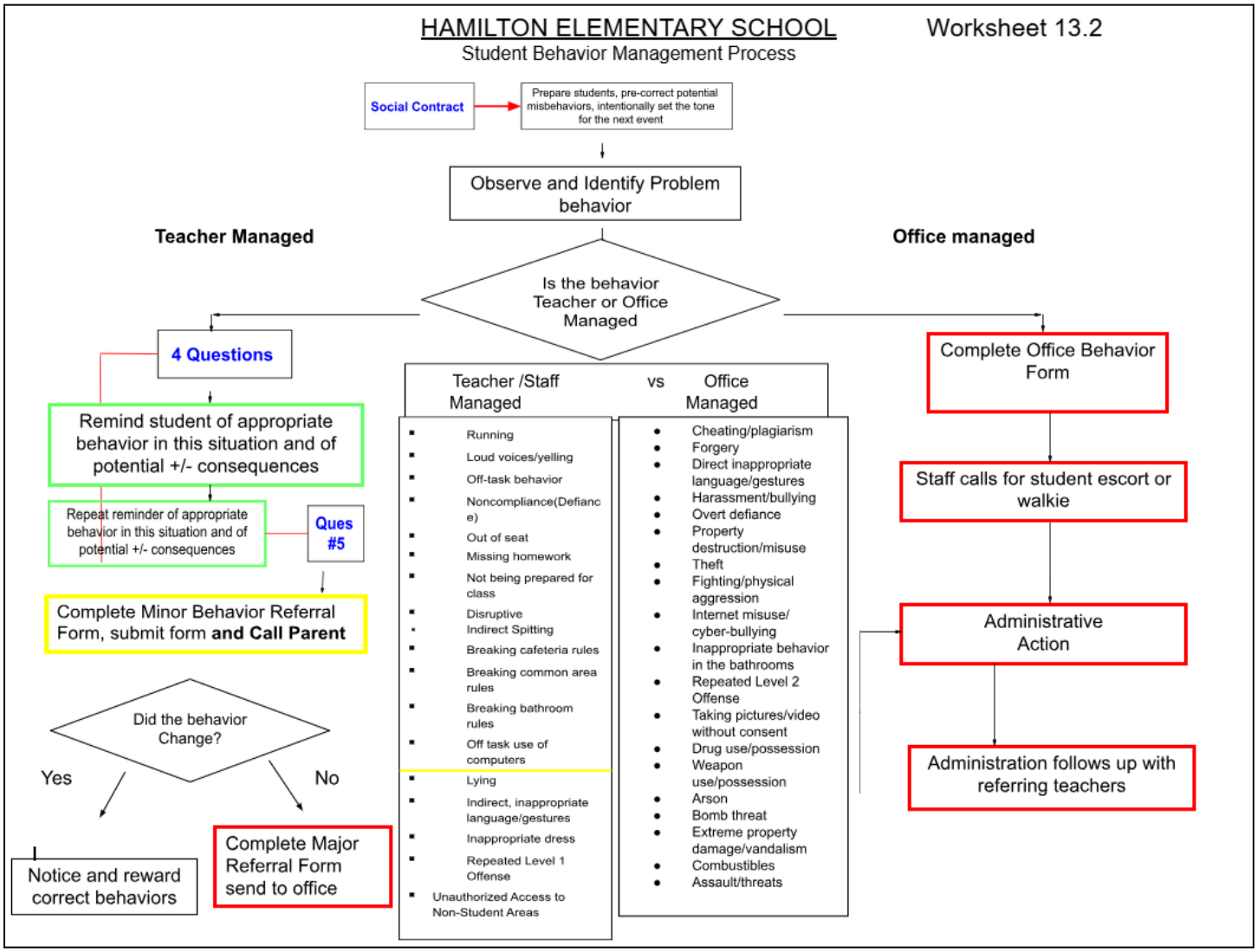
Every Friday, an announcement is made over the loudspeaker to send the Wolf Buck winners to the lobo den to participate in The Big Spin. The students whose Tickets were pulled can spin a wheel that has reward options such as a gift card or certificate to local restaurants, a small prizes, or a special experience, which includes:

- “Lunch with a staff member”
- “First in line all week”

Hamilton Elementary Reminders & Consequences

In most cases, we capture student behavior and use it as a teachable moment. Other times we need to follow through with a citation and/or consequence.
Behavior Matrix

Behavior Flow Chart - this flow-chart explains the process we follow to determine how to address issues that arise.



Supports/Interventions

All students receive Tier I support at Hamilton Elementary School. Lessons for social emotional learning (SEL) are provided by the classroom teacher.

Tier I Supports:

- **Teaching of School-Wide Expectations**
- **Reinforcement of Expectations**
- **SEL Lessons in every classroom**
- **Refocus Partner Classrooms**
- **ASSIST Playground Support**

Tier II support is provided for those students who have been identified as at-risk by teachers, staff or with the District Behavior Screener. If Tier I support has not been effective to support positive behavior choices, Tier II supports are implemented. Staff can also make a referral to the Wellness Team or the BIT/SST Coordinator for Tier II/III using the link below:

Tier II Supports/Interventions:

- **Check-in/Check-out**
- **Alternative Recess**
- **Behavior Contract**
- **Group Counseling**
- **School-based Individual Counseling**
- **SST Meeting (Behavior or Academic)**
- **Student Self-Monitoring Protocol**
- **Attendance Incentive**
- **SART/SARB (Attendance)**
- **School-based individual Counseling**
- **Alternative Placement**

BIT/SST: Link

Tier III Interventions (coming in 25-26)

Student progress is monitored for Tier II interventions. CICO charts are used to monitor progress with behavioral goals, as well as discipline and attendance records. If students are not finding success following implementation of Tier II interventions/support, Tier III interventions will be considered by the Wellness Team.

Examples of Tier III Interventions:

- Community Based Counseling
- School-based Individual Counseling
- Behavior Support Plan
- Alternative Placement

Minor/Major Possible Consequences

It is the intent of the district that all students will comply with federal, state, and local laws as well as school district policies, procedures, and regulations. Students will also comply with directives from school personnel. Failure of the student to comply with the aforementioned may result in the student being disciplined. Such discipline may include suspension or expulsion from school.

Some grounds for suspension or expulsion include threatening to cause physical injury to another person; possession, selling, or furnishing dangerous objects (e.g. firearms, knives, explosives, etc.); controlled substances; alcoholic beverages or intoxicants of any kind; drug paraphernalia; committing robbery or extortion; causing damage to or stealing school or private property; possession or use of tobacco; California State law requires mandatory expulsion for the following offenses: (1) possessing, selling, or furnishing a firearm, (2) brandishing a knife at another person, and (3) selling a controlled substance. The disciplinary code follows. (See 48900 Education Code.)

Behavior Warranting Mandatory Expulsion

According to Education Code 48915 the following misconduct warrants a mandatory expulsion recommendation from the Principal unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil at school or at a school activity off the school grounds.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion;
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
6. For further information, see Ed Code section 48900, et.seq.

Guidelines For Specific Behaviors and Consequences:

ABUSIVE AND/OR VULGAR LANGUAGE/GESTURES/THREATENING BEHAVIOR		
Referral	**Minor Referrals** (swearing but not directed at someone, saying they want to fight,	**Major Referrals** (harmful verbal messages: name calling, swearing at someone, insults directed at at others, racial slurs, social media post, saying they'll bring weapon)
1st	Warning, parent notification, restorative practice	Conference with student, parent conference, alternative placement, restorative practice, counseling
2nd	Conference with student, parent conference, alternative placement, restorative practice	Conference with student, parent conference, suspension (2 days), restorative practice, request for additional support
3rd etc.	Conference with student, parent conference, suspension (1-2 days), restorative practice, request for additional support	Conference with student, parent conference, 3-5 day suspension, possible involuntary transfer or expulsion, request for additional support.

ATTENDANCE (also see attendance section)	
Tardies (30 minutes or less)	For 6th-8th grade students. Parent notification. Three tardies will result in an hour of after school detention or community service on Fridays (minimum day). Nine tardies in a quarter will result in loss of privilege (dances, sporting events, clubs etc.)
30 minutes/Day Absences	Parent Notification. For students 6 years and older. Chronic truancy of three incidents or more in the school year will result in a parent conference and/or referral to the Glenn County School Attendance Officer. **Students in grades 6-8 will also follow the same consequences as tardies of 30 minutes or less.**
Unverified Absences (Absent without a note)	Parent notification. Students will be allowed three days to verify their absence with a parental note or telephone call. On the fourth day, the absence will be recorded as an unexcused absence and if the student has three or more unexcused absences in the school year will result in a parent conference and/or referral to the Glenn County School Attendance Officer.

CHEATING/FORGERY		
Referral	**Minor Referrals (**using tool/resources without permission, glancing at a peers answers)	**Major Referrals** (plagiarism, unauthorized help)
1st	Warning, parent notification	Conference with student, if appropriate; parent conference, deduct points from assignment
2nd	Conference with student, parent conference, zero on assignment	Conference with student, parent conference, alternative placement, zero on assignment, request for additional support
3rd etc.	Conference with student, parent conference, zero on assignment, alternative placement, request for additional support	Conference with student, parent conference, 2 day suspension, zero on assignment, request for additional support

DAMAGE TO PROPERTY/VANDALISM/PROPERTY MISUSE		
Referral	**Minor Referrals** (coloring on desk, tearing up papers/material, firing staples, littering)	**Major Referrals** (graffiti, bathroom misuse, climbing structures)
1st	Warning, parent notification, restorative practice, restitution/community service	Two day suspension, conference with student, parent conference, restitution, restorative practice, police referral, possible expulsion
2nd	Same as 1st minor referral with additional student and parent conference	Same as 1st major referral with mandatory five day suspension, possible expulsion, request for additional support
3rd etc.	Same as 2nd minor referral, alternative placement, request for additional support	Same as 1st major referral with possible expulsion

DISRUPTION/DEFIANCE		
Referral	**Minor Referrals** (talking over others, making loud noises, wandering, distracting others, work refusal, not transitioning, not following rules, disrespect (eye rolling), dress code violation, gang related behavior, inappropriate display of affection, excessive time in bathroom, lying, tech violation)	**Major Referrals** (bullying (on going teasing/taunting), dress code violation, gang behavior (flashing gang sign, wearing prohibited attire), inappropriate display of affection (kissing), leaving school grounds or area during activity, bus disruptions)
1st	If appropriate, confiscation of item, change clothes; warning, parent notification, restorative practice,	1-2 day suspension, conference with student, parent conference, restorative practice
2nd	Same as 1st referral in addition, conference with student, parent conference alternative placement if appropriate,	3-5 day suspension, conference with student, parent conference, restorative practice, request for additional support, possible expulsion or removal from course
3rd etc.	1-2 day suspension (except defiance), conference with student, parent conference, restorative practice, request for additional support	Five day suspension, conference with student, parent conference, removal from course, possible involuntary transfer

PHYSICAL CONTACT/FIGHTING/PHYSICAL INJURY		
Referral	**Minor Referrals** (horseplay, mutual play fighting)	**Major Referrals** (fighting, punching/kicking/hitting/hair pulling/scratching),
1st	Conference with student, parent contact, restorative practice.	2-3 day suspension, conference with student, parent conference, restorative practice
2nd	Same as 1st minor referral with additional alternative placement	3-5 day suspension, conference with student, parent conference, restorative practice, request for additional support, 2 week activity restriction
3rd etc.	1-2 day suspension, conference with student, parent conference, request for additional support	Same as 2nd major referral with additional police referral, possible expulsion

THEFTS		
Referral	**Minor Referrals** (taking another person's material such as pencil, pen, stickers)	**Major Referrals** (taking student/staff possessions such as money, phone, wallet, electronics, jewelry)
1st	Restitution, restorative practice, conference with student, parent contact	Restitution, restorative practice, conference with student, parent contact, 2 day suspension, if appropriate police referral
2nd	Restitution, restorative practice, conference with student, parent conference, community service	Restitution, restorative practice, conference with student, parent conference, 3-5 day suspension, police referral
3rd etc.	Restitution, restorative practice, conference with student, parent conference, 1 day of alternative placement or suspension, request for additional support	Same as 2nd major referral with possible expulsion

WEAPONS/EXPLOSIVES	
Referral	**Major Referrals** (Including, but not limited to, matches, lighters, fireworks, smoke bombs, bomb threats, bully clubs, guns, rifles, knives, nunchucks, slingshots, switchblades, toy guns, false alarm (threat),
1st	Confiscate item, conference with student, parent conference, three to five day suspension, request for additional support, possible expulsion
2nd	Five day suspension, conference with student, police referral, request for additional support, parent conference, possible expulsion
3rd etc.	Suspension pending expulsion

SUBSTANCE ABUSE- (All referrals are considered major)

ALCOHOL	
Referral	**Major Referrals** (Possession, use, providing, under the influence)
1st	Confiscation of contraband, one to five day suspension, parent conference, referral to substance abuse counselor, two weeks activity restriction, possible police referral
2nd	Confiscation of contraband, three to five day suspension, four weeks activity restriction, police referral, completion of HUSD administratively designed treatment program; failure to complete treatment program will result in involuntary transfer to continuation school
3rd etc.	Same as 2nd referral except five day suspension, eight weeks activity restriction, law enforcement referral, and possible transfer to continuation

DRUGS	
Referral	**Major Referrals** (Possession, use, providing, under the influence; to include, but not limited to, marijuana, cocaine, crank, crack, amphetamines, heroin, drug paraphernalia, sharing medication)
1st	Confiscation of contraband, three to five day suspension, parent conference, four weeks activity restriction, law enforcement referral, referral to substance abuse counselor, possible expulsion
2nd	Same as 1st referral except mandatory five day suspension, eight weeks of activity restriction, completion of HUSD administratively designed treatment program; failure to do so will result in involuntary transfer to continuation school, possible expulsion
3rd etc.	Same as 2nd referral with the addition of Principal's recommendation for expulsion

TOBACCO (Possession, use, providing)	
Referral	**Major Referrals** (Possession, use, providing)
1st	Confiscation of contraband, parent contacted, complete a self pace module, one week activity restriction.
2nd	Confiscation of contraband, parent conference, referral to GCOE health educators for two one-on-one sessions of brief intervention support, one week of activity restriction.
3rd etc.	Referral- Same as 2nd referral plus complete two sessions of Our Healthy Futures. A referral to mental health services and SUDS is also recommended.

Additional Student Expectations and Policies

Acceptable Use of Technology - Internet Access

The Internet and other on-line resources are used to support student learning. The system shall be used **only** for educational purposes. All users must understand their responsibilities regarding procedures, policy, and security before using the network. Students should have no expectation of privacy or confidentiality in the content of these communications. The use of the system is a privilege and inappropriate use shall result in a cancellation of those privileges and could result in more serious disciplinary actions such as school suspension. The principal or other supervisor shall make all decisions regarding whether or not a user has violated these regulations. For more complete information, get a copy of BP 6163.4 from the district office.

Cell Phones and Other Devices

The use of cell phones and other personal electronic devices **are not allowed during school hours.** It is recommended that these personal items not be brought to school. Hamilton Unified School District will not be responsible for any lost or stolen personal items, such as cell phones or any other personal property. The following consequences will be applied if cell phones/electronic devices are used during school hours:

- 1st offense- Phone or other device must be turned in to the office and students can retrieve it at the end of the day. Parents will be notified.
- 2nd offense- Phone or other device must be turned in to the office and the parent must retrieve it.
- 3rd offense- Same as 2nd offence. Students will be placed on a personal device contract (student check in device daily for x amount of days).

Dress Code

All pupils shall be required to show proper attention to personal cleanliness, neatness and standards of dress and appearance. If a pupil's appearance or dress distracts from the general instructional atmosphere or creates disturbance, or is in violation of the State Dress Code of Health and Decency, he or she is inappropriately dressed or groomed.

The following dress code items **will not be allowed on campus** or at any school event:

Dress, grooming or accessories that …

- are considered obscene, libelous, slanderous, unsafe, dangerous, a health hazard or create a substantial disruption of the orderly operation of the school.
- fail to provide adequate coverage of the body.
- contain offensive or obscene symbols, signs, or slogans degrading any culture, religious or ethnic values.
- contain language or symbols oriented towards sex, drugs, alcohol, or tobacco.

- contain gang symbols or display gang colors or clothing which denote gang affiliation including apparel which is identified by the police as gang related, included but not limited to:
    - handkerchiefs or bandanas
    - sagging and revealing under garment, baggy clothing - more than one size larger than normal
    - apparel or hats that have been altered by the addition of lettering or symbols
    - gang-related hair styles, hair nets or colored shoe strings

Students can wear a hat that is unaltered (by the addition of numbers, logos, or lettering).

- **Tattoos, which are offensive, obscene, or gang related.**
- **Shorts/Skirts** Shorts and skirts may be worn to school that conform to the following regulations:
    - Shorts must be manufactured as shorts.
    - Shorts and skirts must be no shorter than mid-thigh in length.

Note: The district reserves the right to use its professional discretion to determine what type of apparel is disruptive, and may ask that a parent/guardian or other adult bring the student a change of clothes, or the school may provide the student with a change of clothes to meet these standards.

Excessive Show of Affection

The show of two students' affection toward each other beyond hand-holding, is not permissible. The students involved will be warned the first time. On the second offense, the parents will be contacted. A third could result in school suspension or an alternative to suspension.

Personal Items: Toys, Balls or Other Valuables (NEW)

To prevent distractions, and lost, damaged or stolen personal items, please keep all belongings at home. Hamilton Unified School District will not be responsible for any lost or stolen personal items, such as cell phones or any other personal property.the following suggestions are made. Personal items will be confiscated and the following will be applied:

1. 1st offense- Personal items must be turned in to the teacher and students can retrieve it at the end of the day. Parents will be notified.
2. 2nd offense- Personal items must be turned in to the office and the parent must retrieve it.
3. 3rd offense- Same as 2nd offense. Students will be placed on a personal items contract (Before the start of school, students must check in the office and declare any personal items.

BICYCLES, SCOOTERS AND SKATEBOARDS

Bicycles must be safely secured in the bike rack; students are to provide their own bike locks or chains. Bikes, scooters and skateboards **MUST** be walked on campus! Skateboards must have a means for storage during the school day with approval by the principal.

BUILDING NEATNESS

Trash receptacles are provided for litter. Persons littering the room or the campus may be assigned disciplinary measures to include litter cleanup detail.

CARE OF SCHOOL PROPERTY

Any student who shall in any way deface, damage, or destroy any school property shall be liable for restitution, suspension, expulsion, or other consequences according to the nature of the offense. Any expense incurred while repairing the damaged school property shall be paid by the student or his/her parents. See Guidelines for Consequences.

CHEATING

Whenever a student is guilty of cheating, the teacher will notify the parent and office. A student may receive a zero on the assignment. See Guidelines for Consequences.

CROSSWALK USE

Students are to use the crosswalk to walk across Capay Avenue. Students are to use proper safety and courtesy in the crosswalks across Capay Avenue.

PERSONAL GROOMING (New)

To maintain a focused and respectful learning environment, **students should not apply makeup, style their hair, or engage in other personal grooming during class time.** These activities are considered distractions and are not appropriate during instructional periods.

Students are expected to arrive at school ready for the day. Any personal grooming should be done at home or, if necessary, during breaks or lunch in appropriate areas such as the restroom.

For health and safety reasons:

- **Students should not share personal grooming products** (e.g., makeup, hairbrushes, sprays, lotions).
- **Aerosol sprays are not allowed on campus**. This includes body sprays, perfumes, hair sprays, and deodorants in aerosol form, as they can cause allergic reactions or trigger asthma symptoms.

CLASSROOM CELEBRATIONS GUIDELINES

Hamilton Elementary welcomes opportunities to celebrate special occasions in a way that supports student safety, health, and instructional time. To ensure celebrations are enjoyable and respectful of all students, please follow these guidelines:

- **Parents must schedule all classroom celebrations with the teacher at least 48 hours in advance.**
- **Balloons are not allowed on campus**, as they can cause distractions and pose safety risks.
- **Families must consider food allergies and dietary restrictions** when bringing treats. Please check with the classroom teacher to ensure all students can safely participate.
- **Celebration treats may not be distributed before lunch**. This helps maintain healthy routines and avoids disruptions to the instructional day.

Parent Participation

It is important that the school and the family work together in the education process. Parents/Guardians please:

1. Ensure your child attends school regularly and is on-time. When they are absent or tardy it not only affects their learning, it affects the teacher and the class.
2. It is critical that your child follows school expectations and rules. Safety is our number one priority.
3. If you have a concern with your child's teacher, please make an appointment to speak with them prior to speaking with administration.
4. Check-up on your child's grades on a regular basis and stay involved in their learning. It is important that school and the family work together in the educational process.
5. Remember that students must check in and check out of the office when arriving late or leaving early with a parent.

Parent Rights

Here is a review of laws and policies affecting your child. In many cases state law and district policy require the district to notify parents and guardians about laws, rights and procedures governing their child's experience in school. Those laws are summarized below.

ASBESTOS

The district has adopted and maintains an updated asbestos management plan as required by law. A copy of the plan is available in the district office.

COMPLAINTS

Complaints Concerning School Personnel and/or Programs BP 1312.1

Good public relations are maintained by sincere efforts on the part of the District to work toward a resolution to problems as they arise. The administration is, therefore, directed to develop procedures that will secure, at the lowest possible level, equitable solutions to public or student complaints, which may arise.

Complaints are defined as statements, submitted in writing by a student or member of the public, detailing concerns about a school employee, programs, instructional materials, or civil rights issues.

The established complaint procedure is applicable to all programs in the district including the special programs of adult education, special education, migrant education, preschool, bilingual education, and consolidated programs

Complaints Concerning Instructional Materials BP 1312.2

The following procedures have been established to provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the District.

All complaints must be presented in writing to the school principal, and must include the name of the author, title, publisher, and the objection by pages and items; in cases of materials other than printed materials, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

When a complaint is received by the Principal, the Principal will acknowledge the receipt of the complaint, and will answer any questions regarding procedure. The Superintendent or designee will determine whether the complaint should be considered an individual request or whether a district level review committee should be activated to reevaluate the material.

An individual student may be excused from using challenged materials after the parents or guardians have presented a written complaint. The teacher will then assign the student alternate materials of equal merit.

The district level review committee shall be under the direction of the Superintendent, and be composed of four or more members selected by the Superintendent from the administrative and the instructional areas directly concerned with the subject of the complaint.

The use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the review committee, but as above; individual students may be permitted to use alternate materials.

In deliberation of challenged materials, the review committee shall consider the educational philosophy of the school district; the professional opinions of other teachers of the same subject and of other competent authorities; reviews of the materials by reputable bodies; the teacher's own stated objectives in using the materials; and the objections of the complainant.
The findings of the district review committee shall be summarized in a written report and be transmitted to the superintendent or designee, who will determine how interested parties shall be notified.

Williams Uniform Complaint Procedure
The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Filing of Complaint
A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.husdschools.org. You may also download a copy of the California Department of Education complaint form from the following Web site: http://www.cde.ca.gov/re/cp/uc.

CONFIDENTIAL MEDICAL SERVICES- Education Code 46010.1 requires that pupils in grades 7 through 12 and all parents/guardians be notified that the law permits school authorities to excuse pupils in grades 7 through 12 to obtain confidential medical services without the consent of the parent.

TEACHER QUALIFICATIONS
Parents may request, and the school will provide parents on request (and in a timely manner), information regarding the professional qualifications of a student's classroom teachers. Confidential personnel information, however, may not be released.

SEARCH AND SEIZURE
School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district. The district shall notify the parent/guardian of a student subjected to an individualized search as soon after the search as possible. A general inspection of school properties such as student desks may be conducted on an unannounced basis. The district is entitled to conduct a search of a student's personal electronic communication device, such as a cell phone, smart phone, laptop or tablet. Vehicles on campus are subject to search at any time. The district may use specially trained nonaggressive dogs to sniff out and alert staff to the

presence of illegal substances. The dogs may sniff the air around desks, bags, items, or vehicles on school property as long as they are not allowed to sniff any person. For a full explanation, you may obtain a copy of BP 5145.12 from the District Office.

SEXUAL HARASSMENT

Introduction

Hamilton Unified School District reaffirms its intent to maintain an academic and work environment that protects the dignity and promotes the mutual respect of all employees and students. Sexual harassment of employees or students will not be condoned. The Board considers sexual harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal of an offending employee and expulsion of an offending student. Complaints or other issues of sexual harassment by students should be directed to the Superintendent, Jeremy Powell, Ed.D. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints. Any matter involving sexual harassment shall be treated confidentially by all members of the school community.

Definition of Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is made either an explicit or implicit term or condition of employment, academic status, or progress.
2. Submission to, or rejection of, the conduct is used as the basis for an employment or academic decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

Procedure for Sexual Harassment Complaints

Complaints of sexual harassment will be handled as quickly, confidentially and fairly as possible. Students who file sexual harassment complaints will not be retaliated against for making such a complaint.

Forms of Sexual Harassment

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Forms of sexual harassment include, but are not limited to the following:

1. **Verbal harassment** -- Derogatory comments, jokes, or slurs; graphic verbal commentaries about an individual's body/dress; sexually degrading words used to describe an individual;
2. **Physical harassment** -- Unnecessary or offensive touching, or impeding or blocking movement;
3. **harassment** -- Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes or invitations;

4. **Sexual favors** -- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature upon which is conditioned benefit, unreasonably interferes with an individual's performance or creates an offensive environment; and
5. **Reprisals** -- Making threatening reprisals after a negative response to sexual advances.

Students may also contact the California Department of Education: (916) 319-0800
CaliforniaDepartment of Education
1430 N. Street
Sacramento, CA 95814-5901
www.cde.ca.gov

IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
    a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
    b. The manner in which the program will meet the educational strengths and needs of the student.
    c. The manner in which the program will help the student develop English proficiency and meet age- appropriate academic standards for grade promotion and graduation
    d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable.
    e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

INSURANCE

The district **does not** provide free medical insurance coverage for school accidents. This means that **you are responsible** for the medical bills if your child gets hurt during school activities. The district shall make a medical insurance program available for all students. The cost of the insurance shall be paid by the insured pupil, the parent, or guardian. The student accident insurance application is available in the office.

INSTRUCTION ON AIDS AND AIDS PREVENTION (Ed Code 51934)

Each Eighth grade student shall receive instruction on AIDS prevention in his or her physical education, health or science course. The instruction shall include information on the nature of AIDS and its effect on the human body, on how the virus is and is not transmitted, on local resources for HIV testing, and on refusal skills to assist pupils to overcome peer pressure.

INTERNET – Aeries

Parents are encouraged to monitor their students' progress, attendance, assignments and grades through our parent portal. Please ensure you sign up for this service through the office. Parents must have an email. We will assist as needed.

NONDISCRIMINATION

The district has an operating policy of nondiscrimination on the basis of gender, race, religion, ethnicity, disability or sexual orientation in its educational program and activities. To file a complaint, call the district office, and speak to the Title IX Coordinator, Jeremy Powell, Ed.D.

PARENT LIABILITY FOR MISCONDUCT OF CHILD

Section 48904 of the Education Code states that the parent or guardian of any pupil whose willful misconduct results in injury or death to any person, or who willfully cuts or defaces in any way any property belonging to a public or private school shall be liable for all damages caused by the student.

PESTICIDE PRODUCTS (Ed Code 17612)

The school will notify parents in writing of the names of all pesticide products expected to be applied at the school during the upcoming year. The notice will identify the active ingredients in each pesticide and provide the Internet address developed by the Department of Pesticide Regulation to access information on pesticides.

PUPIL ACHIEVEMENT

Report cards are issued on a quarterly basis, approximately every nine weeks. Progress reports and report cards are posted on Aeries Parent Portal.

RELIGIOUS INSTRUCTION (Ed Code 46014)

California school districts may, with written parental or guardian consent, release students from school (after the minimum school day) to participate in certain kinds of religious exercises. Requests for this purpose may be made at the school office.

SCHOOL ACCOUNTABILITY REPORT CARD

A wealth of information about our school (programs, facilities, finance, and activities) is provided in this document. The SARC is available in written form in the office and on the school website at www.husdschools.org.

SCHOOL PRAYER

As required by Federal law, our district certifies that no policy exists that "otherwise denies student participation in constitutional protected prayer" as detailed in the No Child Left Behind Act of 2002. Additionally, students may participate in a religious club or Bible study so long as the activity is student-run and student-led.

SCHOOL SAFETY

The school has on file a school safety plan that includes disaster procedures, transportation safety, safe ingress and egress, suspension and expulsion policies, violence prevention, sexual harassment policy, child abuse reporting laws, and a district action plan. The safety committee updates this safety plan annually.

SEX OFFENDER INFORMATION

The Superintendent shall contact local law enforcement at the beginning of each school year to coordinate the receipt of information about registered sex offenders residing within district boundaries. It is law enforcement's responsibility to assess the relative danger of an offender and to notify the public upon determination of a risk.

If and when law enforcement notifies the district of the residency or employment of a sex offender within the district boundaries, the Superintendent shall determine whether school staff and parents need to be notified. This determination shall be done on a case by case basis.

Parents/guardians may contact law enforcement at 934-6431 for additional information. For additional information, ask for a copy of BP 3515.15.

Free and Reduced Lunch

PREPAYMENT for your child's meals is REQUIRED

The breakfasts and lunches served in the cafeteria are complete balanced meals including milk. Menus are posted in the office and cafeteria, menus may change. See the school website to view the calendar and any changes that may be made for that day. All households ***MUST*** complete and submit an application for Free or Reduced Meals.

All students must eat their breakfast or lunch in the cafeteria, ***FOOD IS NOT ALLOWED OUTSIDE OF THE CAFETERIA*** unless otherwise authorized by the administrator in charge.

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.
This institution is an equal opportunity provider."

SPECIAL EDUCATION

Referral and Assessment

Students who have needs that cannot be met with modification of the regular instructional program may be referred for assessment to determine eligibility for special education or related services. Parents of such children should consult the principal for information about special education and the referral process. Before any action is taken with respect to the initial placement of a child in a special education program, an individual assessment of the child's educational needs has to be conducted. Such an assessment cannot be conducted until the child's parent first gives written consent.

Student Study Team (SST) - The Student Study Team is a school-site team, which identifies effective strategies to meet the needs of individual students who are not progressing due to academic, behavioral, medical or other concerns. The Student Study Team process is a collaborative process between the school and the parents on behalf of the student. The parent, teacher or other staff may make requests for assistance to the Student Study Team through the school; student success team coordinator or the principal. The Student Study Team meeting will include the parent, the student (if appropriate), the student's teacher, administrator, team coordinator, general education teachers and other support staff as needed.

Special Resources - A variety of special resources and programs are provided for students with unique needs. To qualify for programs, students need to be referred through a meeting of the Student Success Team or demonstrate unique needs on assessments. These programs include:

1. **Special Education:** The district strives to provide an educational program to meet the needs of all school-aged children within the district. The district provides special education services described in Education Code (56000-56001). A student shall be referred for special educational instruction only after the resources of the regular education program have been considered and/or modified. If a student is referred to special education, parents will receive a notification of rights and an explanation of proposed assessments. Following assessments, a report of findings will be written and an IEP team will meet with the parent to develop an Individualized Education Plan. This plan and the student's progress based on the plan will be reviewed with the parent/guardian at least annually. Special education programs include the Special Day Class, Resource Specialist Program, and speech and language services.

2. **Speech and Language:** The speech-language program in the Hamilton Unified School District serves students from three years of age through twelfth grade. Students may be referred to the speech-language pathologist at their school for a speech-language screening by their teacher, parent, and the student study team or other concerned individuals. Students who qualify for the speech-language program may be served in a variety of ways. Students may attend individual or small group sessions, or be served in the regular classroom.
3. **Psychologist:** Psychological services are available to the school as the need arises throughout the year. A psychologist is available on a limited basis for testing children and working with parents and teachers.
4. **English Language Development:** Students who are non-native English speakers are assessed to identify their level of fluency in English. Students who are not fully fluent in English participate in the English Language Development program to increase their English fluency and vocabulary. Teachers use specific instructional strategies to help students learn the curriculum while learning English.

Intervention: This program helps students who are below standard in core academic subject areas. Small group instruction may be provided as an extension to the regular school day or occur during the school day.

Language acquisition and language programs available at Hamilton Unified School District

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]).

ELD

Structured English Immersion Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

Spanish/English Dual Language Immersion

Two-Way Dual Language Program Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Kindergarten and continues to eighth grade.

Dual Immersion Language Allocation

Grade	Spanish	English
TK and Kindergarten	50%	50%
First	80%	20%
Second	70%	30%
Third	60%	40%
Fourth	50%	50%
Fifth	50%	50%
Sixth-Eighth	two subjects/periods	5 periods

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan(EC Section 52062). Although schools have an obligation to serve all LEP students, parents or guardians of English learners have a right to decline or opt their children out of a school's LEP program or out of particular LEP services within an LEP program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Health Information

STUDENT HEALTH INFORMATION

If a student is injured or not feeling well, they may come to the front office. We can help with some services in the office. A district nurse is available but may not always be present on campus. When the nurse is unavailable, the office can give first aid for injury or sudden illness sustained at school and contact parents when necessary. The district nurse maintains health records, supervises vision and hearing examinations. Parents are to inform the school of any ongoing student health concerns during primary and annual registration, as well as any new information if their student's health condition or health needs change.

Medical Service and Emergency Data Card

It is mandatory that each student has a current emergency data form on file at the school. The parent will complete the data confirmation forms on the Aeries Parent Portal at the beginning of each school year or any time there is a change.,

Immunization of Communicable Disease

Each student must have received all immunizations required by the State of California at the time of school registration to qualify for school enrollment. The district is responsible for maintaining records to ensure that all students have met these requirements. In cooperation with parents, physicians and/or the Health Department, the district will communicate any immunization needs to the parent/guardian. **A student's failure to comply with the immunization requirements may result in the student being sent home and not permitted to return until the immunization requirements have been met.***Students with a valid medical exemption through cair-me.cdph.ca.gov may be excluded from this requirement.*

Continuing Program of Medication

State law requires that parents or guardians notify the school when their child is on continuing medication for non-episodic and episodic conditions; i.e., asthma, allergies, hyperactivity, diabetes, epilepsy, and anaphylaxis related to a severe allergic reaction.

Administration of Prescribed Medication at school:

If it is necessary for a student to take medication during school time a parent must get and return a form from the office that a doctor is required to complete and sign, giving the school permission to administer the medication. Medication must be brought to school in a pharmacy labeled container with the current dosage and instructions on the label. It is the student's responsibility to remember to come to the office to receive medication. Students may not carry any medication (including "over the counter" meds like Advil) on their person or backpack.

Exclusion from School

A child may be sent home from school if, for a good reason, he/she is believed to be suffering from a recognized contagious or infectious illness, communicable disease, and/or is unable to participate in educational instruction due to illness.

Synthetic Drugs

*Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (**Ed. Code section 48985.5**.)*

Fentanyl is a synthetic opioid that is up to 50 times stronger than heroin and 100 times stronger than morphine. It is a major contributor to fatal and nonfatal overdoses in the U.S.

There are two types of fentanyl: pharmaceutical fentanyl and illicitly manufactured fentanyl. Both are considered synthetic opioids. Pharmaceutical fentanyl is prescribed by doctors to treat severe pain, especially after surgery and for advanced-stage cancer. However, most recent cases of fentanyl related overdose are linked to illicitly manufactured fentanyl, which is distributed through illegal drug markets for its heroin-like effect. It is often added to other drugs because of its extreme potency, which makes drugs cheaper, more powerful, more addictive, and more dangerous. **ILLICITLY MANUFACTURED FENTANYL (IMF)** is available on the drug market in different forms, including liquid and powder. Fentanyl-laced drugs are extremely dangerous, and many people may be unaware that their drugs are laced with fentanyl.

For more information about synthetic drugs/Fentanyl please visit our school website.

Student Instruction

Sex Education, Venereal Disease, Drugs, Alcohol, and Tobacco

Sex education regarding the human reproductive organs and their functions and processes will be provided to 7th graders in Science. Instruction regarding the sexually transmitted disease- AIDS will also be provided to students in 8th grade. If instruction about drugs, AIDS, alcohol, tobacco, and human reproductive organs and their functions, processes, and diseases are included in your child's class, you will have an opportunity to inspect, review, and evaluate the written or audio-visual materials to be used. You will also be asked to inform the principal in writing whether you do not wish for your child to participate in this instruction.

Excuse from Health Instruction Which Conflicts with Religious or Moral Belief

The instructional program in some classes will include instruction about health. If such instruction conflicts with your religious training or beliefs, please advise the principal in writing not to include your child in this phase of the instructional program.

STUDENT RECORDS AND INFORMATION

Federal and state laws grant rights of privacy and access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to:

1. Parents or guardians of students who have not attained the age of 18 years;
2. Parents or guardians of students age 18 or older, if the student is a dependent for tax purposes; and
3. Students who are age 16 and older, or have completed 10th grade, or students who are enrolled in an institution of post-secondary instruction (called "eligible students").

Parents or guardians or eligible students may review individual records by making a request to the principal. Access will be provided no later than five days following the date of the request. The principal will see that explanations and interpretations are provided, if requested. Parents or eligible students may seek to change any part of an individual record they believe is inaccurate or inappropriate. They may receive a copy of the records at a reasonable cost per page. District policies and procedures relating to types of records, kinds of information retained, persons responsible for records, directory information, access by other persons, review, and procedures to challenge records are available through the principal. When a student moves to a new district, records must be forwarded upon the request of the new school district. At the time of transfer to a California district, the parent (or eligible student) will be notified by the receiving school district and may review/receive a copy (at a reasonable fee) and/or challenge records. *If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520.*

Student directory information may be released to those cooperating agencies normally connected with the activities of a school district. These may include PTA's, representatives of the news media, public and government agencies, employers, institutions of higher education, military recruiters, and prospective employers. Directory information includes the following: Student's name, address, telephone number, date and place of birth, dates of attendance (entry and withdrawal), and most recent previous educational agency or institution attended by the student. Parents requesting that this information not be released must make this known in writing to the school principal.

PROGRESS REPORTS/REPORT CARDS

PUPIL ACHIEVEMENT

Report cards are issued on a quarterly basis, approximately every nine weeks. Report cards will be posted on AERIES parent portal." Grades are recorded as A, B, C, D, F, and/or 1, 2, 3, 4 rating on progress on their standards. A student, who receives an incomplete grade due to a medical or family emergency, has the opportunity to make up the work within the administration /teacher approved time.

STUDENT ACTIVITIES, POLICIES, AND PROGRAMS

ACCIDENTS/INSURANCE

If there is an accident, a student must report it to the nearest teacher or the office. A low cost accident/illness insurance policy is made available for students to purchase at the beginning of the year. Applications for insurance are available in the office.

BICYCLES

Bicycles must be safely secured in the bike rack; students are to provide their own bike locks or chains. Bikes **MUST** be walked on campus! - Scooters or skateboards must have a means for storage during the school day with approval by the principal.

BUILDING NEATNESS

Trash receptacles are provided for litter. Persons littering the room or the campus may be assigned disciplinary measures to include litter cleanup detail.

CALIFORNIA JUNIOR SCHOLARSHIP FEDERATION (CJSF)

CJSF is a student club and honor society that recognizes students for their academic achievement. To qualify each semester, students must complete an application validating that they have earned three A's (two in academic subjects) with no D's or F's. Students who are members for four of their last six semesters of school shall be a CJSF Seal Bearer.

CARE OF SCHOOL PROPERTY

Any student who shall in any way deface, damage, or destroy any school property shall be liable for restitution, suspension, expulsion, or other consequences according to the nature of the offense. Any expense incurred while repairing the damaged school property shall be paid by the student or his/her parents.

EMERGENCY DRILLS

In the event of an emergency or *lockdown*, commands may be given over the school-wide speaker system. Students anywhere in the building must obey the directives of the adult-in-charge. If outside, students must move well away from buildings and roadways in order to permit entrance of emergency vehicles. Students must then gather in areas specified by the adult-in-charge. Emergency action procedures and fire escape plans are posted on the wall of each classroom and office. Students are asked to report safety concerns immediately to school personnel.

HONOR/MERIT ROLL (6^{th} -8^{th} grade only)

Each quarter students who earn a 3.50 - 4.00 or above GPA will be placed on the Honor Roll. Students who earn a 3.00 - 3.49 GPA will be placed on the Merit Roll. These lists are posted at school.

INTERNET - Aeries

Students may, through the Internet, access their individual student's information regarding attendance, grades, progress reports, and class assignments. To participate in this program, contact the office for more information.

LIBRARY USAGE

The library is a place where students can study, do research, or read for pleasure. Do not socialize in the library. Please see the posted schedule for specific hours. Food and drink are not permitted in the library.

MAKE-UP WORK

For each day a student is absent for a valid reason or other excused absence, the student will be given one day to make up the missed work. It is the student's responsibility to talk to their teachers and request to make-up work. Make-up work should not be given to students who have been truant or suspended. If a student misses three or more school days, missed work can be requested from the school office. The requested work will be available in the office at the end of the school the following day.

MORNING BULLETIN

The morning bulletin will be read each day over the campus-wide speaker system at the beginning of the first period. It is the responsibility of the student to be aware of information affecting their classes, sports, social events, lunch menu, and school procedures.

TELEPHONE USAGE

School telephones in the office are to be used by students only for school business or emergency situations. Students must ask permission to use office and classroom phones.

TEXTBOOKS

Textbooks are issued by subject teachers who will record the number and condition of the book. The student is responsible for his/her textbooks. If a textbook is lost or damaged, a replacement cost will be charged to the Student. The District reserves the right to withhold report cards, progress reports, or other notifications of achievement until a lost textbook is paid for.

VISITORS/GUESTS

All visitors/guests must register in the school office. Visitors/guests entering the school without permission, and/or who fail to notify the office of their presence may be asked to vacate the campus immediately. Visitors/guests who disrupt the education environment may be informed that in the future they may not be permitted to return to a district campus or administrative building.

WORK PERMITS

Students under the age of 18 wishing to work during non-school hours must secure a work permit. Once the student has been employed, an application for a permit may be obtained in the office.

ASSEMBLIES

At all times a student's behavior at assemblies must be refined and courteous. Each student is responsible for the impression made by the school as a whole. Such behavior as booing, whistling, throwing debris, or talking during a program is unacceptable. The District reserves the right to remove any student immediately if this policy is violated.

AWARDS AND SCHOLARSHIPS

Academic and citizenship awards assembly will be held throughout the school year to recognize students for their academic and citizenship achievements.

DANCES

There will be several dances during the school year for grades 6-8. Dances are for Hamilton Elementary STUDENTS ONLY. Once a student leaves the dance, he/she may not return. Students may not attend dances, or other activities if they have been absent or suspended from classes that day. Students may not attend dances if they have more than 9 tardies in one quarter and or more than 6 referrals in one quarter. Students must arrive between the designated time window to be admitted.

FLYERS, POSTERS, SIGNS

Flyers, posters, and signs must be cleared with the Student Body Vice President/and the Principal before posting. Masking tape should be used to attach posters to the walls. Please do not tape signs or posters to windows, doors, or paneled areas as it is very difficult to remove the tape.

HOMEWORK

Homework is an important part of the learning process. It is expected that all students will be assigned homework each week. The purpose of homework is to reinforce classroom learning and/or to prepare for the next day's class and new learning. Students are responsible for completing their homework and for turning it in on time. Students who have been absent are responsible for making up all homework and assignments missed during their absence. Students should ask their teachers for their assignments when they return from an absence.

LOST AND FOUND

Found items are to be taken to the office. If items are lost, check in the office to report it lost and see if it has been turned in. Clothing is placed in the lost and found area --- take what's yours only, but please note that items will be donated at the end of each month.

PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Participation in extra-class activities is a privilege that a student earns based on demonstration of minimum standards of academic performance, citizenship, and sportsmanship.
These activities include participation in athletic teams and student government offices such as student council and class representatives, and club participation.

Academic Eligibility

The student shall have received a 2.0 GPA in the previous grading period and must maintain at least a 2.0 GPA during their participation in a sport.

Attendance requirements for extracurricular activities *(see attendance policy)*

1. To participate in an extracurricular activity that day, a student must attend classes a minimum of one-half the school day the day of the activity or previous school day if the activity falls on a weekend.
2. A full period or more truancy will disqualify a student from participation in an extra-class activity that day.

Athletics

- Unless excused by the coach, athletes must attend all practices.
- To be eligible to practice or play in a game, athletes must attend school for at least half the school day on the day they participate in a game or practice.
- As representatives of the school, athletes must conduct themselves in a mature and responsible manner.
- Academic eligibility shall be determined each nine-week grading period. Athletes must have a minimum GPA of 2.0 to be eligible.

- After the first game of the season, athletes cannot quit the team without penalty. If they do, athletes will be ineligible for athletics for one-third of the games/matches/meets in the next sport in which they participate. Athletes who are dismissed from the team by the coach or administration will also be subject to this rule.
- Unless previously excused by the coach, athletes must attend sports end of season celebration and have their uniforms and equipment turned in to be eligible for any awards.
- The use or possession of alcoholic beverages or narcotics/marjuana shall, at a minimum, result in the following action:
    - First offense: One-month suspension from the team. During this suspension, the athlete must attend all practices. It is at the discretion of the coach as to whether the athlete must attend games. The suspended athlete will not be permitted to miss school to attend games.
    - Second offense: Dismissal from the team.
- The use, sale, possession of tobacco will result in the following action:
    - First offense: Two-week suspension from the team.
    - Second offense: One-month suspension from the team.
    - Third offense: Dismissal from the team.
- This athletic code also applies to cheerleaders, statisticians, managers, and other supporting personnel associated with athletics.
- Coaches in each sport have the right to exceed the above minimum standards, so long as those standards are reasonable for that sport and communicated to the athletes at the beginning of the season.
- Parents must sign out their children if taking home after the game. If another adult is taking your child after a sporting event, please provide a note to the office before the game.

SPECTATORS AT PUBLIC EVENTS

A parent meeting will be held before each sport. Sports expectations will be reviewed at this meeting. Spectators, including students, at athletic events are expected to maintain high standards of sportsmanship at all times. They should appreciate good play on the part of opponents as well as by our own teams. They should respect the decisions of the officials during the games. Visiting teams are guests at our school and should be shown every courtesy. Students and their families are notified that guests accompanying them are expected to behave in a professional and responsible manner. The District retains the right to remove any visitor from an event who disrupts the educational environment or disrupts the peace in any fashion at any school sponsored event.

We do not believe...In yelling; in the booing of anyone; in the use of vulgar language or gestures; or in taking unfair advantage of our opponents.
We do believe...In controlling our tempers to the best of our ability; in being good sports in victory or in defeat; in accepting decisions as they are made; and in treating officials and opponents with respect.

STUDENT GOVERNMENT

There is a representative form of government with the student body members represented in a Student Council composed of class and organization presidents and the Student Body President, Vice President, Secretary, Treasurer, grade level representatives, and ASB Advisor. Student Body and Grade level Representative elections are held the first week of the fourth quarter. The Student Council meets every other week.

STUDENTS RECOGNITION

Students who have demonstrated excellence in academics and positive behavior will be recognized. Students will be honored at a school assembly.

TRANSPORTATION OF STUDENTS

Home to school transportation will be provided for students living in the Capay, Orland, Ord Bend areas. Transportation will also be provided for students involved in extra-curriculum activities. Riding the bus is a privilege and not a right. This privilege may be denied for disorderly conduct or other related offenses. Students riding in the bus shall be under the authority of the bus driver. Special education students are permitted to be provided with transportation based upon their individualized unique needs, as determined by the Student's Section 504 team and/or IEP team.

Rules Governing Behavior on School Buses

The following rules have been developed for the purpose of student safety. All students will be riding the bus this year, either on home-to-school transportation or on field trips, so it is important that everyone abide by these rules of conduct.

When riding the bus everyone must comply with the following rules or be subject to suspension from using bus transportation. The District reserves the right to deny any student who violates these rules or other student code of conduct rules from using the bus for the remainder of the school year, from the date of an infraction.

- Respect Others: Do not annoy pedestrians or other students through loud noise, laughing, profanity, or vulgar gestures.
- Be courteous to others: Do not push or crowd when entering or exiting the bus.
- Remain seated until the bus stops: Keep the aisles clear.
- Keep hands, arms, and articles of clothing inside the bus at all times.
- Keep the bus clean and free of graffiti: Food and beverages are not permitted. Report any markings or vandalism.
- Wait until the bus stops before walking toward the bus to board.
- Be at the bus stop when the bus arrives, and pass in front of the bus when it is necessary to cross the street.
- Obey the bus driver at all times: Close windows when requested, change seats when requested. Respect the driver's privacy by not speaking to him unless it is an emergency.
- Permission to leave or board the bus at a bus stop other than the students' designated bus stop must be granted in writing by the parent or guardian, and then presented to the driver.
- Damage to buses occurring as a result of negligence or malicious destruction shall be the financial responsibility of the parent of the student causing the damage.