

GUADALUPE UNION SCHOOL DISTRICT
2019-2020 Parent Acknowledgements & Receipt of Annual Notifications

===== Please insert ☼ in front of each acknowledgement =====

1. ☐ **Acknowledgement of Receipt of Annual Notification of Parents'/Students' Rights for the 2019-2020 School Year:** It is the law that we provide you with this information on parent and students rights. We seek your cooperation in making sure you return this form to your child's teacher as soon as possible. [EC 48982]
- ☐ **Acknowledgement of Receipt of Discipline Guidelines for the 2019-2020 School Year:** I, and the student named below, have read and reviewed both the District Guidelines and the School Guideline for Discipline.
- ☐ **Acknowledgement of Receipt of Bus Safety Rules for the 2019-2020 School Year:** I, and the student named below, have read and reviewed District Rules and Regulations for School Bus Transportation.
- ☐ **Permission for Internet Access for the 2019-2020 School Year:** Please check one of the options below
- ☐ **YES**, the student named below may fully participate in supervised instructional activities on the internet. The student understands and agrees to abide by the District's Internet Policy.
- ☐ **NO**, the above named student may NOT participate in school Internet activities.
- ☐ **Photographs, Films, Slides, Internet, Video and Audio Tape Recordings Release for the 2019-2020 School Year:** The Guadalupe Union School District and the "Guadalupe Kids Come First" Foundation request permission to reproduce, through audio or visual means, activities related to this student's educational program. Note that by indicating **X** in the following below, this will prohibit the District from including your student in any video project that may be produced throughout the school year (yearbook excluded). Please mark the box below if you do not wish to have your student participate.
- ☐ I **DO NOT** wish to have my student's image to be reproduced through audio or visual means.
- ☐ **Do Not Release Directory Information for the 2019-2020 School Year:** If you do not wish directory information released, please indicate below and return within the next 30 days. This will prohibit the district from providing the pupil's name and other information to the news media, parent-teacher associations, and employers, the military and similar parties. Unless parents (or guardian) request that their child not be recorded in these activities, all rights will be maintained by the school district.
- ☐ I **DO NOT** wish for my student's directory information to be released.
- ☐ **Kermit McKenzie Students Only; Parents/Student Compact for the 2019-2020 School Year:** I, and the student named below, pledge to abide by the guidelines of the District Compact for Student Success.

Parents/Guardians – Please complete this section and return to your students' school. **(Please Print and Sign)**

Student's Name: _____

School Grade: _____ ☐ Mary Buren Elementary ☐ Kermit McKenzie Intermediate School

Teacher: _____ Room #: _____

Student's Signature: _____ Date: _____

Received by Parent or Guardian
Signature: _____ Date: _____



Guadalupe Union School District

4465 Ninth Street, PO Box 788

Guadalupe, CA 9344-0788

(805) 343-2114

Fax: (805) 343-6155

Rights and Responsibilities Handbook for Parents and Students

Emilio M. Handall, Ed.D.

District Superintendent

Board of Trustees

Diana Arriola

Sheila Marie Cepeda

Jose E. Pereyra

Raul Rodriguez

Maria Luisa Baro

On behalf of the Guadalupe Union School District Board of Trustees and staff, I welcome you to the 2019-20 school year. We look forward to a very successful year for all students, staff and families. Our district is committed to providing the safest learning environment and most rigorous academic experience possible. In collaboration with parents and the greater Guadalupe Community, all GUSD staff believe that each and every child can become an independent thinker, and lifelong learner who is also a responsible and productive member of our society.

In order to attain our district goals, our schools must be safe, secure and welcoming. A clear understanding of all the district expectations, rules and protocols is essential in creating such an environment. In this Handbook for Parents and Students, you are provided important information that has been updated to include recent changes in law, board policy and school expectations. It also summarizes required notices issued to parents and students each school year. This handbook also includes a release of student directory information, internet access, use of videos/photos that require parent signatures and must be on file in your respective schools.

We hope that this handbook provides you the information you need to ensure that we keep our schools safe, secure and welcoming. Our schools depend on your ability to support your children in understanding and meeting all our district expectations. We strongly encourage you to take the time to read through this handbook and keep it for future reference. There are several forms that require parent signatures. Please ensure that these signed forms are submitted to your child's school as soon as possible.

The entire GUSD Staff looks forward to a successful 2019-20 school year. If you have any questions, please contact your child's school.

Thank you,

Emilio M. Handall, Ed.D.

Board of Education**Telephone: 805-343-2114**

Sheila Marie C. Cepeda, Board President

Jose E. Pereyra, Board Vice President

Diana R. Arriola, Board Clerk

Raul Rodriguez Jr., Board Member

Maria Luisa Baro, Board Member

Office of the District Superintendent**Telephone: 805-343-2114 Ext. 1230****Fax: 805-343-6155**

Dr. Emilio M. Handall, Superintendent

Anita G. Flores, Executive Assistant to the Superintendent

Marytza Guzman, Administrative Assistant - Confidential

Business Office**Telephone: 805-343-1178 1188**

Dena Boortz, Interim Chief Business Official

Crystal Alley, Accounting Technician II

Rocio Rodriguez, Accounting Technician I

Juan Robles, Accounting Technician I

Educational Services**Telephone: 805-343-1339 Ext. 1222****Fax: 805-343-6155**

Gina Branum, Assistant Superintendent of Curriculum & Instruction

Alejandra Serrato-Mora, ASES Program Supervisor

Mary Buren Elementary**Telephone: 343-2411****Fax: 343-2512**

Maria González, Principal

Kevin Baldizón, Dean of Students

Martina Guerrero, School Office Manager

Teresa Guerrero, Outreach Consultant

Janet Jauregui, Community Liaison

Laurie Brummet, School Nurse

Norma Cuevas, Health Office Assistant

Kermit McKenzie Intermediate**Telephone: 343-1951****Fax: 343-6931**

Alexander R. Jáuregui, Principal

Angela Soares, Assistant Principal

Dolores Rosas, School Office Manager

Jennifer Geronimo, Outreach Consultant

Edith Perez, Community Liaison

Laurie Brummet, School Nurse

Attendance Office**Telephone: 805-343-2995**

Mary Buren Elementary

Christian Serrato, Community Liaison II

Kermit McKenzie Intermediate School

Abby Perez, Community Liaison II

Pupil Services/Special Education**Telephone: 805-343-2411 x1104**

Anne Rigali, Director of Pupil Services

Sylvia Adame, Administrative Assistant

Kendall Andrechek, School Psychologist

Health Office**Telephone: MB 805-343-2411 x1173; KMIS 805-343-1951 x2184**

Laurie Brummett, MSN, RN, PHN, Credentialed School Nurse

Norma Cueva, Health Office Assistant at MB

Erika Lemus, Health Office Assistant at KMIS

Speech Services:

Telephone: 805-343-2411 Ext. 3004

Courtney Lagorio, Speech/Language Specialist

Barbara Grimmitt, Speech/Language Specialist

Nutrition Services**Telephone: 805-343-2411 Ext. 1196**

Dena Boortz, Director of Nutrition

Library Services**Mary Buren Elementary: 805-343-2411**

Nicole Ramos, Certificated Librarian

Patricio Flores, Library Media Specialist

Kermit McKenzie Intermediate: 805-343-1951

Nicole Ramos, Certificated Librarian

Joe Henry Ruiz, Library Media Specialist

Microcomputer/Network Technology**Telephone: 805-350-9469**

Silvia Perez, Microcomputer and Network Technology

Maintenance/Operations and Transportation**Telephone: 805-314-9263**

Peter Bedolla, Operations Lead

Mailing Address for all sites:

Mary Buren Elementary

Erika Lemus, Health Office Assistant

P.O. Box 788
Guadalupe, CA 93434

Kermit McKenzie Intermediate
P.O. Box 788
Guadalupe, CA 93434

Guadalupe Union School District
P.O. Box 788
Guadalupe, CA 93434

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1. Who can I call for answers? WE'RE HERE TO HELP!

<u>MARY BUREN ELEMENTARY SCHOOL</u>	<u>KERMIT McKENZIE INTERMEDIATE SCHOOL</u>
Kindergarten - Fourth Grade	Fifth - Eighth Grade
Mailing Address: P.O. Box 788 Guadalupe, CA 93434	Mailing Address: P.O. Box 788 Guadalupe, CA 93434
Street Address: 1050 Peralta Street	Street Address: 4710 W. Main Street
Telephone: 805-343-2411	Telephone: 805-343-1951
Interim School Principal: Maria González	Interim School Principal: Alexander R. Jáuregui
Office Manager: Martina Guerrero	Office Manager: Dolores Rosas

2. Who can I call for help?

First, call your child's classroom teacher. Just leave a message and your call will be returned at the end of the class session.

The classroom teacher works most closely with your child and is most likely to know the answers to questions about performance, behavior, or welfare.

If the teacher is unable to help you, the principal can usually resolve problems concerning school or district policy, class placement, discipline, or referrals for special services. Contact the Principal through the School Office Manager.

Mary Buren

REGULAR DAY SCHEDULE

MONDAY, TUESDAY, THURSDAY, FRIDAY

Grade	Warning Bell	Beginning Time	Dismissal Time
TK	8:22 am	8:27 am	12:30 pm
Kindergarten	8:22 am	8:27 am	2:00 pm
1st - 4th	8:22 am	8:27 am	2:30 pm

WEDNESDAY

Grade	Warning Bell	Beginning Time	Dismissal Time
TK	8:22 am	8:27 am	12:00 pm
Kindergarten	8:22 am	8:27 am	12:00 pm
1st - 4th	8:22 am	8:27 am	2:00 pm

MINIMUM DAY SCHEDULE

Grade	Warning Bell	Beginning Time	Dismissal Time
TK	8:22 am	8:27 am	11:00 am
Kindergarten	8:22 am	8:27 am	12:30 am
1st - 4th	8:22 am	8:27 am	1:00 pm

MORNING RECESS SCHEDULE

Grade	Recess
Kindergarten (<i>Maretti / Reynolds / Mosqueda</i>)	12:30 pm – 12:45 pm
Kindergarten (<i>Hernandez / Herning / Holland</i>)	12:45 pm – 1:00 pm
1st - 2nd	10:15 am – 10:30 am
3rd - 4th	10:35 am – 10:50 am

RECESS BEFORE LUNCH

Grade	Recess
Kindergarten	10:50 am – 11:05 am
1st Grade / SDC	11:15 am – 11:30 am
2nd Grade	11:30 am – 11:45 am
3rd Grade	11:45 am – 12:00 pm
4th Grade	12:00 pm – 12:15 pm

LUNCH SCHEDULE

Grade	Lunch
TK	10:50 am – 11:25 am
Kindergarten	11:05 am – 11:25 am
1st Grade / SDC	11:30 am – 11:50 am
2nd Grade	11:45 am – 12:05 pm
3rd Grade	12:00 pm – 12:20 pm
4th Grade	12:15 pm – 12:35 pm

Kermit McKenzie

SCHEDULES – GRADES 5 & 6

Grade	Begin Time	Break	Lunch	Dismissal Time
REGULAR - Monday, Tuesday, Thursday, & Friday	8:25 am	10:30 – 10:45 am	12:40 – 1:15 pm	2:30 pm
REGULAR - Wednesday	8:25 am	10:10 – 10:25 am	11:35 – 12:10 pm	2:00 pm
MINIMUM DAY	8:25 am	10:30 – 10:45 am	12:00 – 12:35 pm	1:00 pm

SCHEDULES – GRADES 7 & 8

REGULAR DAY

Period 1	8:25 AM	–	9:22 AM
Passing	9:22 AM	–	9:25 AM
Period 2	9:25 AM	–	10:10 AM
Break	10:10 AM	–	10:24 AM
Passing	10:24 AM	–	10:27 AM
Period 3	10:27 AM	–	11:12 AM
Passing	11:12 AM	–	11:15 AM
Period 4	11:15 AM	–	12:03 PM
Lunch	12:03 PM	–	12:35 PM
Passing	12:35 PM	–	12:41 PM
Period 5	12:41 PM	–	1:26 PM
Passing	1:26 PM	–	1:29 PM
Period 6	1:29 PM	–	2:14 PM
Passing	2:14 PM	–	2:17 PM
Period 7	2:17 PM	–	3:02 PM

EARLY RELEASE DAY

Period 1	8:25 AM	–	9:15 AM
Passing	9:15 AM	–	9:18 AM
Period 2	9:18 AM	–	9:56 AM
Passing	9:56 AM	–	9:59 AM
Period 3	9:59 AM	–	10:37 AM
Break	10:37 AM	–	10:51 AM
Passing	10:51 AM	–	10:54 AM
Period 4	10:54 AM	–	11:32 AM
Passing	11:32 AM	–	11:35 AM
Period 5	11:35 AM	–	12:16 PM
Lunch	12:16 PM	–	12:51 PM
Passing	12:51 PM	–	12:54 PM
Period 6	12:54 PM	–	1:32 PM
Passing	1:32 PM	–	1:35 PM
Period 7	1:35 PM	–	2:14 PM

MINIMUM DAY

Period 1	8:25 AM	–	9:08 AM
Passing	9:08 AM	–	9:11 AM
Period 2	9:11 AM	–	9:42 AM
Passing	9:42 AM	–	9:45 AM
Period 3	9:45 AM	–	10:16 AM
Break	10:16 AM	–	10:30 AM
Passing	10:30 AM	–	10:33 AM
Period 4	10:33 AM	–	11:04 AM
Passing	11:04 AM	–	11:07 AM
Period 5	11:07 AM	–	11:38 AM
Passing	11:38 AM	–	11:41 AM
Period 6	11:41 AM	–	12:12 PM
Passing	12:12 PM	–	12:15 PM
Period 7	12:15 PM	–	12:46 PM
Passing	12:46 PM	–	12:49 PM
Lunch	12:49 PM	–	1:24 PM

GUADALUPE UNION SCHOOL DISTRICT
2019-2020 Student Calendar

2019/2020 STUDENT CALENDAR - KERMIT MCKENZIE INTERMEDIATE SCHOOL

S	M	T	W	TH	F	S	Days Taught	
1	2	3	4	5	6		July 2019 4 - Independence Day Holiday 1 - 26 Extended School Year (ESY) 8 - 26 Summer Academy Program	0
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					
				1	2	3	August 2019 6 - Staff Pre-Service Day (Room Prep) - No School 7 - Staff Development Day (No Students Present) 8 - First Day of Instruction, Minimum Day & Back to School Night 14, 21, & 28 Early Release Day (Teacher Collaboration Days)	17
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		
1	2	3	4	5	6	7	September 2019 2 - Labor Day Holiday - Non-Instruction 19 & 20 - Minimum Day - Parent/Teacher Conferences 4, 11, 18, & 25 Early Release Days (Teacher Collaboration Days)	20
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30							
		1	2	3	4	5	October 2019 10 - Minimum Day (Progress Reports) 11 - Minimum Day - (Jog-a-Thon) 2, 9, 16, 23, & 30 Early Release Days (Teacher Collaboration Days)	23
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				
				1	2		November 2019 7 & 8 - Minimum Day - Parent/Teacher Conferences 11 - Veteran's Day Holiday - Non-Instruction 25 - 29 - Thanksgiving Break 6, 13, & 20 Early Release Days (Teacher Collaboration Days)	15
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
1	2	3	4	5	6	7	December 2019 20 - Minimum Day (Report Card Grades) Dec. 23 - Jan. 10 - Winter Break 4, 11, & 18 Early Release Days (Teacher Collaboration Days) 20 - End of 1st Semester (90 days)	15
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						
			1	2	3	4	January 2020 13 & 14 - Staff Development Day (No Students Present) 15 - Students Return 17 - Minimum Day 20 - Martin King Jr. Holiday - Non-Instruction 15, 22 & 29 Early Release Days (Teacher Collaboration Days)	12
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			
				1	2	3	February 2020 10 - Non-School Day 17 - Presidents Day Holiday - Non-Instruction 5, 12, 19 & 26 Early Release Days (Teacher Collaboration Days)	18
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
1	2	3	4	5	6	7	March 2020 6 - Minimum Day - Bookkeeping Day 20 - Minimum Day (Progress Reports) 30 - Cesar E. Chavez Observation Day - Non-Instruction 4, 11, 18, 25 Early Release Days (Teacher Collaboration Days)	21
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						
			1	2	3	4	April 2020 2 & 3 - Minimum Day - Parent/Teacher Conferences 10 - Board Holiday - Non-Instruction 13 - 17 Spring Break 23 - Open House 24 - Minimum Day - Bookkeeping Day 1, 8, 22 & 29 Early Release Days (Teacher Collaboration Days)	16
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				
				1	2		May 2020 22 - Minimum Day 25 - Memorial Day - Legal Holiday - Non-Instruction 29 - Minimum Day - 8th Grade Promotion Practice 6, 13, 20, & 27 Early Release Days (Teacher Collaboration Days)	20
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31							June 2020 1 - Minimum Day - 8th Grade Promotion Practice 2 - Minimum Day - 8th Grade Promotion 3 - Minimum Day - Last Day of School 3 - End of 2nd Semester (90 Days)	3
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						

180 Instructional Days	1 - Staff Pre-Service Day	3 - SB1193 Staff Development Days	=	184 Contract Days
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★	Minimum Day	◆	Non-School Day
❖	Staff Pre-Service Day	■	Board Holiday
▲	Staff Development Day	●	Legal Holiday - Non-Instruction

GUSD Board of Trustees Adopted: June 12, 2019

GUADALUPE UNION SCHOOL DISTRICT
2019/2020 STUDENT CALENDAR - MARY BUREN ELEMENTARY SCHOOL

S	M	T	W	TH	F	S		Days Taught
	1	2	3	●	5	6	July 2019	
7	8	9	10	11	12	13	4 - Independence Day Holiday	
14	15	16	17	18	19	20	1 - 26 Extended School Year (ESY)	0
21	22	23	24	25	26	27	8 - 26 Summer Academy Program	
28	29	30	31					
				1	2	3	August 2019	
4	5	❖	▲	★		9	6 - Staff Pre-Service Day (Room Prep) - No School	
11	12	13	14	15	16	17	7 - Staff Development Day (No Students Present)	17
18	19	20	21	22	23	24	8 - First Day of Instruction, Minimum School	
25	26	27	28	29	30	31	15 - Day Back School Night	
							14, 21, & 28 Early Release Day (Teacher Collaboration Days)	
1	●	3	4	5	6	7	September 2019	
8	9	10	11	12	13	14	2 - Labor Day Holiday - Non-Instruction	
15	16	17	18	19	★	21	20 - Minimum Day (Progress Reports)	20
22	23	24	25	26	27	28	30 - Minimum School Day - Parent/Teacher Conferences	
29	★						4, 11, 18, & 25 Early Release Days (Teacher Collaboration Days)	
		★	2	★	★	5	October 2019	
6	7	8	9	10	11	12	1 - 4 - Minimum School Days - Parent/Teacher Conferences	23
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31			2, 9, 16, 23, & 30 Early Release Days (Teacher Collaboration Days)	
				1	2		November 2019	
3	4	5	6	7	8	9	11 - Veteran's Day Holiday - Non-Instruction	15
10	●	12	13	14	15	16	25 - 29 - Thanksgiving Break	
17	18	19	20	21	22	23		
24	◆	◆	◆	●	■	30	6, 13, & 20 Early Release Days (Teacher Collaboration Days)	
1	2	3	4	5	6	7	December 2019	
8	9	10	11	12	13	14	20 - Minimum Day (Report Card Grades)	15
15	16	17	18	19	★	21	Dec. 23 - Jan. 10 - Winter Break	
22	◆	◆	◆	◆	◆	28	4, 11, & 18 Early Release Days (Teacher Collaboration Days)	
29	◆	◆					20 - End of 1st Semester (90 days)	
			●	◆	◆	4	January 2020	
5	◆	◆	◆	◆	◆	11	13 & 14 - Staff Development Day (No Students Present)	12
12	▲	▲	15	16	★	18	15 - Students Return	
19	●	21	22	★	★	25	17 - Minimum Day	
26	27	28	29	30	31		20 - Martin King Jr. Holiday - Non-Instruction	
							23 & 24 - Minimum Day - Parent Teacher Conferences	
							15, 22 & 29 Early Release Days (Teacher Collaboration Days)	
						1	February 2020	
2	3	4	5	6	7	8	10 - Non-School Day	18
9	◆	11	12	13	14	15	17 - Presidents Day Holiday - Non-Instruction	
16	●	18	19	20	21	22		
23	24	25	26	27	28	29	5, 12, 19 & 26 Early Release Days (Teacher Collaboration Days)	
1	2	3	4	5	6	7	March 2020	
8	9	10	11	12	13	14	20 - Minimum Day (Progress Reports)	21
15	16	17	18	19	★	21	30 - Cesar E. Chavez Observation Day - Non-Instruction	
22	23	24	25	26	27	28		
29	●	31					4, 11, 18, 25 Early Release Days (Teacher Collaboration Days)	
			1	2	3	4	April 2020	
5	6	7	8	9	■	11	10 - Board Holiday - Non-Instruction	16
12	◆	◆	◆	◆	◆	18	13 - 17 Spring Break	
19	20	21	22	23	24	25		
26	27	28	29	30			1, 8, 22 & 29 Early Release Days (Teacher Collaboration Days)	
						1	May 2020	
3	4	5	6	7	8	9	14 - Open House	20
10	11	12	13	14	15	16	25 - Memorial Day - Legal Holiday - Non-Instruction	
17	18	19	20	21	22	23		
24	●	26	27	28	29	30		
31							6, 13, 20, & 27 Early Release Days (Teacher Collaboration Days)	
	1	2	★	4	5	6	June 2020	
7	8	9	10	11	12	13	3 - Last day of school - Minimum Day	3
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30					3 - End of 2nd Semester (90 days)	

180 Instructional Days 1 - Staff Pre-Service Day 3 - SB1193 Staff Development Days = 184 Contract Days

★	Minimum Day	◆	Non-School Day
❖	Staff Pre-Service Day	■	Board Holiday
▲	Staff Development Day	●	Legal Holiday - Non-Instruction

GUSD Board of Trustees Adopted: June 12, 2019

Mary Buren Elementary School

Transitional Kindergarten – 4th Grade

GUSD Mission and Vision Statements

Mission: The Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in a safe environment and in a continuing partnership with parents and community.

Vision: Students today, our future tomorrow!

DISCIPLINE CODE FOR CLASSROOM AND CAMPUS

Student Responsibilities and Student Rights

Student Responsibilities: We ask our students to be responsible by excelling to the best of their ability in all classes, by accepting responsibility for their own actions, by treating other students and staff with respect, being prepared to learn, and by accepting responsibility for good school attendance.

Student Rights: We believe that all students have a right to fair, consistent and respectful treatment by staff members and other students. We believe all students have a right to learn in a safe/positive environment. We believe that students have the right to due process before a penalty for misbehavior is imposed. If a student is referred for disciplinary action, the student has the right to offer his or her version of the incident to school authorities.

School-Wide Expectations

School Motto: Be safe, be responsible, be respectful. Be a great Bobcat role model.

1. Be Safe: Students are expected to use safe behaviors and actions. Students are expected to be respectful with their words, behaviors and actions towards themselves, others, and personal/school property.
2. Be Responsible: Students are responsible for their behavior to and from school, at school and while attending school events. Be at school daily and on time, unless it is an excusable absence. Be responsible by being prepared and doing your best as a student daily.
3. Be Respectful: Students are expected to be respectful with their words and actions towards themselves, others, and personal/school property. Students are expected to be respectful of our diverse school community by helping to make it a safe and inclusive space for all.

School Rules

School Rules are provided for the maintaining of an orderly, safe campus for everyone. The rules include the following:

1. Closed Campus: Once a student arrives on campus, he or she is to remain on campus until the end of the school day. After school, all students are to leave campus immediately, except students attending school supervised activities.
2. Physical Injury: Student may not cause, attempt to cause, or threaten to cause physical injury to another student or adult.
3. Property Damage: Student may not cause or attempt to cause damage/graffiti to school/private property. Willful destruction or defacing of school or personal property, or loss of school property, will result in a monetary reimbursement or replacement of the property, i.e., library books, textbooks, P.E. equipment, furniture, etc. The parent will be notified by the teacher or principal. It is recommended that the student be held responsible for any monetary replacement which needs to occur.
4. Use of Profanity or Vulgarity: Student may not commit any obscene act or engage in profanity or vulgarity.
5. Willful Defiance to Valid Authority: Student must obey direction given from adults.
6. Personal Items:

Toys: Toys are not allowed at school, please leave them at home.

Cell Phones: Students with cell phones are not permitted to use their cell phone during the school day. If there is a need for a student to make a phone call, that student will be allowed to use the phone in the main office. If cell phones are brought to school, they must be turned off and remain in the student's backpack.

Bicycles, Scooters, and Skateboards: Students must wear a helmet whenever riding a bicycle, scooter, or skateboard to/from school. Students must bring a lock to secure their bicycle, scooter, or skateboard to the school bicycle rack.

7. Completion of Homework: Students are required to complete homework assignments consistent with district policy.

8. Dress Code: Students must follow District Dress Code requirements. [EC 35291, 48980]

Playground Expectations

1. Play in designated areas.
2. Use playground equipment safely.
3. Respect quiet zones.
4. Eat healthy snacks on benches and put garbage in the trash can.
5. When signaled, descend from playground equipment and freeze until signaled to walk to class.

Mary Buren Elementary School Progressive Discipline Plan

* Progressive discipline is an approach to teach problem-solving skills through mediation and where support and/or consequences may increase upon repeat occurrences.

INTERVENTION STEPS	PROGRESSIVE DISCIPLINE	ACTION	DOCUMENT	COMMUNICATION
STEP 1	Classroom Intervention	Alternate Placement	Refocus Form	Staff to Parent
STEP 2 (same behavior)	Classroom/ORC/Administration Intervention	Conference (Student & Administrator /ORC)	Refocus/ Mediation/Referral Form & Incident Report	Administrator & Staff to Parent
STEP 3 (same behavior)	Administration Intervention	Mediation (Student, Administrator & Staff)	2nd Referral Form & Incident Report	Administrator & Staff to Parent
STEP 4 (same behavior)	Administration Intervention	Parent Conference (Student, Administrator, Staff, & Parent)	3rd Referral Form & Incident Report	Parent Conference (Student, Administrator, Staff, & Parent)
STEP 5 (same behavior)	Administration/Superintendent Intervention	Suspension /Expulsion	Notice of Disciplinary Action Form	Administrator to Parent & Re-Entry Conference (Student, Administrator, & Parent)

* Per State Education Code [EC 48900] reasons causing suspension or expulsion may negate the use of the Progressive Discipline Plan and may result in a suspension and/or expulsion.

Kermit McKenzie Intermediate School

5th Grade – 8th Grade

In accordance with Title I Regulations, a School/Student/Parent Compact has been written that describes the school's, students' and parents' responsibilities for improved student achievement. The School/Student/Parent Compact will be posted throughout the school for quick reference. Each staff member, student, and parent will receive a copy for their own reference. It is our goal to provide opportunity for every parent and student to develop successful learning strategies and skills. Our vision for each school year is to create an environment with a shared responsibility of planning, setting and meeting academic and social skills and to create a safe and affluent culture.

Kermit McKenzie Intermediate School Discipline Code

Beliefs

We believe everyone (students, parents, and staff) has the right to be treated in a respectful and responsible manner including being free of verbal, nonverbal, or physical abuse. Violation of these rights as well as disruption of learning or teaching is unacceptable.

Student Responsibilities and Student Rights

A. Student Responsibilities: We ask Kermit McKenzie students to be responsible by excelling to the best of their ability in all classes, by accepting responsibility for their own actions, by treating other students and staff with respect, prepared to learn, and by accepting responsibility for good school attendance.

B. Student Rights: We believe that all students have a right to fair, consistent and respectful treatment by staff members and other students. We believe that students have the right to due process before a penalty for misbehavior is imposed. If a student is referred for disciplinary action, the student has the right to offer his or her version of the incident to school authorities.

School Rules

School Rules are provided for the maintaining of an orderly, safe campus for everyone. The rules include the following:

1. Closed Campus: Once a student arrives on campus, he or she is to remain on campus until after school. After school, all students are to leave campus immediately, except students attending school-supervised activities.
2. Tardy to Class: 10 tardies to any class will result in a lowered citizenship grade and progressive discipline.
3. Physical Injury: Student may not cause, attempt to cause, or threaten to cause physical injury to another student or adult.
4. Property Damage: Student may not cause, or attempt to cause damage to school/private property. (Graffiti not allowed)
5. Use of Profanity or Vulgarity: Student may not commit any obscene act or engage in profanity or vulgarity.
6. Willful Defiance to Valid Authority: Student must obey direction given from adults.
7. Skates, Skateboards, Electronic Devices (Radios, Cell Phones, Electronic Game Boards, etc.): These are not allowed on campus. If brought to school, they will be confiscated and returned only to the student's parent/guardian.
8. Completion of Assignments: Students are required to complete all assignments. Incomplete/missing assignments will affect students' grades.
9. Dress Code: Students must follow dress code requirements. Any student not coming to school in dress code will be asked to change into appropriate attire. [EC 35291, 48980]

OFFENSE AND CONSEQUENCE CODE:

The purpose of this code is to provide for teachers, administration, and parents a support for building a higher CONSISTENCY in enforcing school rules and behavioral expectations.

LEVEL 1:

Tardy:

Consequence:

Each Offense: One day of detention for each infraction and Parent Notification.

Littering: (In classroom and outside)

Consequence:

1st Offense: Lunch time clean-up/one day of detention

2nd Offense: Office Referral two lunch time clean-up/or two days of detention

3rd Offense: Five lunch time clean-up days or five days of detentions and office referrals

Failing to Serve Assigned Detention:

Consequence:

1st Offense: Office Referral/contact with parents

2nd Offense: Suspension on campus 1 day

3rd Offense: 1 – 3 days of suspension

Dress Code Violation:

Consequence:

1st Offense: Office referral /Change into appropriate attire, or report to in-house suspension, and parent contact by administration.

Failure to complete all assignments:

Consequence: Each Offense: One day of detention for each infraction and parent notification.

Bringing Gum, Candy, or Drinks:

Consequence:

1st Offense: Lunch time clean-up or one day of detention

2nd Offense: Office Referral, two lunch clean-up or two days of detention.

3rd Offense: Office Referral/five lunch time clean- ups/ or five days of detention.

Being in Restricted Areas Without Permission:

Consequence:

1st Offense: One day of detention.

2nd Offense: Office Referral, three days of detention, student/principal/parent conference.

Bringing Electronic Equipment of Any Kind to School Including Walkmans, Electronics Gameboards, Cell Phones, and Beepers:

Consequence:

1st Offense: Office Referral, one day of detention confiscate the equipment and return it to parent

2nd Offense: Three days of detention, confiscate and return it to parent.

3rd Offense: See section on DEFIANCE.

Bringing Laser Pointer to School:Consequence:

1st Offense: Office Referral, one day of suspension and confiscate laser to be returned to parent. Law enforcement contact.

Out of Class Without a Pass:Consequence:

Each Offense: One day of detention will be given for each infraction.

Use of Profanity, Vulgarity, or Committing an Obscene, Vulgar, or Indecent Gesture or Act:Consequence:

1st Offense: Office Referral, 1 day of suspension, written apology

2nd Offense: Office Referral, two days of suspension as determined by administration, written apology

3rd Offense: Office Referral, three days of suspension as determined by administration.

Forgery, Falsifying, or Altering School Correspondence, Passes, Notes, etc:Consequence:

1st Offense: Office Referral, 5 days of detention

2nd Offense: Two day suspension

3rd Offense: Three day suspension

Possession of a Lighter or Other Flammable Items Including Hair Spray:Consequence:

1st Offense: Office Referral, law enforcement contact

2nd Offense: Office Referral, suspension

LEVEL 2:

Defiance, Disobedience, or Disrespect either in language or in action against any school personnel, or refusing to comply with the reasonable request or order of any school personnel. This includes not giving one's correct name when asked by any school personnel.

Consequence:

1st Offense: Office Referral, one – three day suspension with a written apology.

2nd Offense: Three day suspension and written apology

3rd Offense: Five day suspension, recommendation for placement at community school (7th/8th)

Willful Damage Or Malicious Destruction to school district property or personal property. This includes any writing that denotes membership in gangs or advocates drug or alcohol use, smoking, violence, or which incites substantially disruptive behavior when written on backpacks, and school binders, books, vandalism, and graffiti:

Consequence:

1st Offense: Office Referral, two-day suspension, and law enforcement contact.

2nd Offense: Three day suspension, law enforcement contact

3rd Offense: Five day suspension, law enforcement contact

Fighting which does not result in serious injury:

Consequence:

1st Offense: One to five days' suspension, depending on severity, and completion of two sessions with Outreach Consultant to create behavioral contract.

2nd Offense: Three to five days of suspension, and five sessions with Outreach Consultant.

Willfully Disrupting or interfering with the peaceful conduct of school activities:

Consequence:

1st Offense: One to three day suspension

2nd Offense: Three day suspension

3rd Offense: Five-day suspension, refer to county community school.

Theft or Attempted Theft of any kind or being in possession of stolen property:

Consequence:

1st Offense: Two day suspension, law enforcement contact

2nd Offense: Three day suspension, law enforcement contact

3rd Offense: Five day suspension, law enforcement contact, restitution, and completion of recommended counseling or refer to Board of Education for expulsion.

Threatening, Intimidating, Sexually Harassing, Harassing, or Hazing:

Consequence:

1st Offense: One to three days of suspension, parent contact, law enforcement contact.

2nd Offense: Three to five day suspension, parent, contact, law enforcement contact.

3rd Offense: Five day suspension, parent contact, law enforcement contact. Referral to county community school, or Board of Education for expulsion.

Tampering with Fire Alarms and/or equipment:

Consequence:

1st Offense: Five day suspension, refer to law enforcement, completion of recommended counseling, and parent conference.

Consuming, Possessing, or Being Under the Influence of Alcohol or Tobacco:

Consequence:

1st Offense: Five day suspension, parent conference, law enforcement contact, and completion of recommended counseling

2nd Offense: Refer to Board of Education for expulsion and contact law enforcement.

LEVEL 3:

Consequence:

1. Assault or battery upon a school employee [EC 48915 (a) (5)]. "Assault" means an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.
2. Terroristic threats against school officials, school property, or both [EC 48900.7 (a)(b)]. "Terroristic threat" means any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000) with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or the protection of school district property, or personal property.
3. Brandishing a knife [EC 48915 (c)(2)]. "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
4. Causing serious physical injury to another person, except in self-defense [EC 48915 (a)(1)]. "Serious physical injury" means serious physical impairments of physical condition, such as loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring extensive suturing, and serious disfigurement.
5. Hate Violence [EC 48900.3] "Hate Violence" means any act punishable under California Penal Code sections 422.6, 422.7, and 422.75.
6. Possessing, selling, or furnishing a firearm [EC 48915 (c)(1)]. "Firearm" means handgun, rifle, shotgun or other type of firearm.
7. Possession of an explosive [EC 48915 (c)(5)] "Explosive" means a destructive device [18 USC 921].
8. Robbery or extortion [EC 48915 (a)(4)] "Robbery" means acts described in California Penal Code Sections 211 & 212. "Extortion" means acts described in California Penal Code Sections 71, 518, & 519.
9. Selling a controlled substance [EC 48915 (c)(3)] "Controlled Substance" means drugs and other substances listed on Chapter 2 of Division 10 of the California Health & Safety Code.
10. Possessed, used, or otherwise furnished, or being under the influence of, any controlled Substance [EC 48900 (c)].
11. Sexual assault or sexual battery [EC 48915 (c)(4)]. "Sexual assault" means acts defined in California Penal Code sections 261, 266, (c) 286, 288 (a) & 289. "Sexual Battery" means acts defined in California Penal Code Section 243.4

Guadalupe Union School District General information

Building Your Child's Self-confidence

1. Don't forget to praise your child for even the smallest accomplishment. Find his/her strong point and praise them.
2. Talk to your child about school when he/she comes home. Display all school work. Praise him/her for school work.
3. Be there when he/she needs you. When your child misbehaves he is really saying "Help Me". Other children in the family or adults should not be allowed to make fun of him/her or the way he/she learns.
4. Talk with your child. Listen to your child. Children must have an opportunity to express themselves.
5. Kids who have high self-esteem are willing to take chances in school. They're able to stay with a difficult subject until they master it.
6. Pick your child up when she's down. Remind her that striking out in the baseball game doesn't mean she's a failure at home. Let her know that a poor grade on a spelling test doesn't mean he/she isn't smart.

Being a supportive parent when your child experiences learning difficulties is important . . . helping to ensure that appropriate personnel and resources are employed is vital. . . . consider the suggestions provided here and add to the list those items that you have found effective.

Practical Tips

1. Reading is difficult for many children. Don't expect him/her to know a story when he/she has read it once or twice. Sometimes children need to repeat their reading several times. Listen to your child read.
2. Accept your child as he/she is. Teach him/her a way he/she can learn best rather than trying to "fix" him/her.
3. Visit the library often with your child.
4. Watch TV with your child. Encourage family discussion about the program.
5. Teach your child his/her full name, address, phone number, and birth date, including the year.

As the parent of a student you have many rights and responsibilities. This booklet talks about many of those and laws, policies and statutes which cover them. We suggest you read it. We must get the signed form returned or your child may not be able to attend classes. This page talks about when your child is absent from school. Only in certain cases is it permissible for a student to miss school.

Teachers build your child's education one day at a time, so every day is essential. In elementary, middle, junior, and high school, moving ahead, or even graduation, can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.

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The references at the end of the sections in this booklet include the following codes:

BP . . . District Board Policy	USCUnited States Code
AR . . . Administrative Regulation	CFRCode of Federal Regulations
EC . . . Education Code	ESEAElementary and Secondary Education Act [20 USC 7114(D)(7)]
HSC . . . Health and Safety Code	PPRAPupil Privacy Rights Amendment
PC . . . Penal Code	FERPA Family Educational Rights and Privacy Act
WIC . . . Welfare and Institutions Code	PPACA Patient Protection and Affordable Care Act [PL 111-148]
CCR . . . California Code of Regulations	Title VI Title VI (or VII) of the Civil Rights Act of 1964 [42 USC 1981]
CC . . . Civil Code	Title IX Title IX of the Civil Rights Act of 1964 [2000h-2-2000h-6]
FC . . . Family Code	IDEA Individuals with Disabilities Education Act
GC . . . Government Code	§ 504 Section 504 of the Rehabilitation Act of 1973 [29 USC 794(a)]
VC . . . Vehicle Code	EOAEqual Opportunities Act [20 USC 1701]
BPC . . . Business and Professions Code	
FAC . . . Food and Agriculture Code	

6. Write down telephone or other messages. Encourage your child to write down messages for you.
7. Have your children write or call their grandparents or a senior citizen.
8. Try to make time for your child. Give him/her short jobs, one at a time, and allow enough time for the child to complete them. Adjust the daily family schedule so you can give your time.
9. Read to your child. A child who has been read to usually is more anxious to read by him/herself. Reading becomes important.
10. Teach your child to take care of books. He/she will learn to think of books as friends.
11. Ensure your child gets at least 60 minutes (1 hour) of active play or exercise a day.
12. Keep and serve nutritious food at home. Include at least 5-7 servings of vegetables and fruits each day and try to eat family meals together at least once a day.
13. Spend family time with all electronics put away so you and your child can really focus on each other.
14. Set a regular bed time and morning routine. Preschoolers, ages 3-5, need 10-13 hours of sleep per day (including naps), grade-schoolers, ages 6-12 years, need 9-12 hours of sleep and teens, 13-18 years, need 8-10 hours of sleep per day.
15. Teach your child to prepare for school the night before by packing backpacks and laying out their clothes.
16. Don't let your child stay home unless he or she is truly sick. Children with a temperature of 100 or higher, vomiting, diarrhea, or other symptoms of contagious illness should stay home to get well. To return to school a child must be fever free for 24 without the use of any fever reducing medication. Keep in mind, complaints of stomachache or headache can be a sign of anxiety and may not be a reason to stay home.
17. If your child seems anxious about going to school, talk with teachers, school personnel or other parents for advice on how to make him or her feel comfortable and excited about learning.
18. Develop plans for getting to school if something comes up. Call on a family member, a neighbor or another parent to get your child to school.
19. Avoid medical appointments during the school day and extended trips when school is in session.

School-Home Connection

Volunteering at School

We have parents who volunteer their time to both in and outside the classrooms. You could serve as a room mother/father, test monitor, storyteller, tutor, field trip monitor or aide.

Other ways parents can help are supervising at special programs, helping out on picture day, or at hearing or vision screening.

If every parent could help out just six times during the school year, we'd really be able to accomplish a lot for our children!

Call your child's teacher or school office to ask how you can help as a volunteer.

Parent and Community Volunteer Procedures:

All volunteers are expected to support the schoolwide and classroom expectations and maintain the confidentiality of the students they are working with.

All volunteers who are engaged in direct interaction with students must obtain a Tuberculosis (TB) Test Clearance and unsupervised contact with students require a criminal background check before working with students and/or attending school sponsored field trips. Annually, all volunteers must complete the School Volunteer Application Form which is available at each of the school sites. To obtain the Criminal Background Check Clearance, volunteers can pick up a Department of Justice Live Scan form at the District Office. If you have any questions regarding the Volunteers Procedures, please feel free to contact the School Office Manager at either school site or the District Office.

Serving on Advisory Committees

Guadalupe schools have several state and federal programs to serve your children. Advisory committees help to plan, monitor, and evaluate these programs. You do not have to have a child in the program in order to serve on the advisory committees. As a member of the community, it is your right to participate on any of the advisory committees for these projects. Most advisory committees meet once a month and meetings are held bilingually when necessary.

Parent participation is an important part of education. Remember, no matter how you choose to help, your child will benefit from your interest and involvement! Please contact your school's administrator if interested in serving on an Advisory Committee.

Community Relations - Parent/Guardian Involvement

The Governing Board recognizes that student achievement and conduct improve when parents/guardians are involved in the education of their children. In accordance with the Ed. Code 11502, the objectives for the following district goals for parent/guardian involvement will be developed jointly with each school site and parents to ensure meaningful implementation by each school.

1. To inform parents of the benefits of parent involvement in their children's learning both at school and at home.
2. To engage parents positively in their children's education by providing parent training in skills that will assist their children to improve academically and socially.
3. To maintain consistent, effective home/school communications to inform parents of specific areas needed for their children's improvement and ways to assist in reinforcing classroom learning activities.
4. To train teachers and administrators to communicate effectively with parents.
5. To integrate district parent involvement goals into each school's Schoolwide Plan for Improvement.
6. To refer students and families to community resources that provide family support for human and social services and educational opportunities. [B.P. 1260]

Can We Reach You in an Emergency?

We hope that your child will never have an accident at school, but in case an emergency occurs, we **MUST** be able to reach you quickly because the law greatly limits what we can do without your permission to help a child who is sick or hurt.

In order to be sure that we can reach you promptly in an emergency, please do the following:

Make sure you complete and return an Emergency Card to your child's school as soon as possible. You need to complete and return a card for **EACH CHILD**.

If any of the information on the information on the Emergency Card changes during the school year – if you change your address or telephone number – **PLEASE** call the school and report the changes at once.

Your child's welfare may someday depend on the information you give us.

One way we communicate with families is through the program/app ParentSquare. Please consider downloading this app to your cellular phone if you have one.

Mary Buren Elementary School

Kindergarten - 4th Grade, telephone858-343-2411 – Ext. 1180

Kermit McKenzie Intermediate School

5th - 8th Grades, telephone805-343-1951 – Ext. 2180

Contacting Your Child at School

MESSAGES

Your children and their teachers work hard in the classrooms. That's why we avoid disturbing classes whenever possible. If you must get a message to your child, please call your child's school office. Your message will be taken and delivered at the next recess period.

PICK-UP DURING THE DAY

The following suggestions will make it easier for you to pick up your child during a school day.

- Send a note to school with your child in the morning. The note should include your child's name, time of pick-up and the name of the person who will come for the child. The teacher will send your child to the office at the time you requested.
- **IMPORTANT: Do Not Go To The Classroom To Get Your Child - Teacher Will Ask You To Report To The Front Office.**

In order to protect the safety of your children, we require that they be signed out at the school office. If you cannot come in personally for your child, make sure that the person you send can show identification and your permission to take your child from school.

Late Arrival at School

You can prevent your child from being charged with undeserved truancy or tardy by bringing him/her to the office if you are more than a few minutes late for the start of the school day.

Homework/Makeup Work

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. [BP 6154, April 2000; EC 48205, 48913, 48980, 58700-58702]

Attendance

Your child's success is important to us and attendance plays a key role in school success. As parents and educators we must work together for the success of our students.

As required by the California Education Code Section 48260.5:

1. Parents are obligated to compel the attendance of your child at school.
2. Parents or Guardian who fail to meet this obligation may be guilty of a misdemeanor or infraction and be subject to prosecution.

Our district procedures allow ten (10) day of excused absences without verification of illness from a medical professional. After the ten (10) days of unverified excused absences, you are required to provide verification from your child's physician to clear additional absences (California Education Code Section 40611). With this in mind below are guidelines to follow when your child misses school.

1. A child is too ill to attend school if he/she has a contagious disease, a temperature over 100 degrees, symptoms of vomiting, diarrhea, chronic illness or other condition with written orders from a doctor to stay home. Children can and should attend school with less severe symptoms such as headaches, fatigue and stomachaches.

2. State law requires parent to have their children attend school unless the child is ill, has a medical appointment, or is attending the funeral of an immediate family member. Unverified absences will be recorded as unexcused trancies. Whenever your child misses school for a verifiable, excused reason, you must provide supporting documentation. Verification may include notes from doctors, dentists or other medical professionals (on their letterhead) or any other supportive documentation requested. For children with chronic illness, please have the physician provide clear guidelines for ongoing absences. If you do not have access to health services, please contact the Little House by the Park at 343-1194. They offer assistance for low cost and free health care programs. The Big Smiles Dental program comes to our schools each year to provide dental services with parental consent so children do not have to leave school for most dental care.

If you should have any other questions or need additional information pertaining to school attendance, please feel free to contact the School Attendance Office at either school site.

School districts do not receive funding from the State of California for pupils who are absent from school the entire day. This includes all absences, even those related to illness, medical or doctor appointments, or for the purpose of attending funeral services of a member of the immediate family.

In other words, schools receive state funding only for students who actually attend school all or part of the day. We of course do not want you to send a sick child to school, and keeping your child at home when they are ill will help stop the spread of infection. If you find it necessary to keep your child out of school for reasons other than an illness, we encourage you to send your child to school for at least a part of the day so that your child will not be counted absent and also will not miss out in important school assignments.

It is crucial that local schools continue to receive the financial resources necessary to provide quality educational services and reduce program cuts. We have always known it is best for students to be in school every day, now it is a financial matter as well. We want to avoid the unnecessary absences which reduce district resources and limit your child's opportunity to obtain good grades.

Studies show that there is a direct correlation between good school attendance and student achievement therefore, we encourage you as parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis.

If it is impossible to schedule a doctor, dentist or other visit after school, please plan on the students attending some part of the school day. Save vacation time for those days when school is closed. Your help and support will mean we can preserve the valuable programs at our school.

Students should attend school at all times!

- **Mary Buren Elementary School starts at 8:22 a.m.**
- **Kermit McKenzie Intermediate School starts at 8:25 a.m.**

If a student comes in late, he/she needs to go to the school office and get a pass to go to the classroom. If your child is absent, please contact the School Attendance Office at your child's school site. You may call this number any time (24 hours a day).

If you have any questions regarding school attendance, please feel free to contact the School Attendance Office at your child's school site.

General Absences

Children cannot learn if they are not in school. Children learn early about being on time and not missing school. For students 6 to 18 years old, daily school attendance is compulsory. Daily school attendance improves student achievement. Teach your child to be on time and that school attendance is an important family value.

It is also important that you know the state only awards funding to school districts for actual attendance. The state no longer funds districts for the excused absences listed below. Always review the school calendar and plan activities and vacations during days off. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

Other attendance reports, such as truancy, still rely on excused and unexcused absences. There are legal consequences if your child misses too much school. You must send a note and/or phone the school within 72 hours to clear any excusable absences. Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences result in a recorded truancy.

1. Notwithstanding EC 48200, a pupil shall be excused from school when the absence is:

- A. Due to his or her illness.
- B. Due to quarantine under the direction of a county or city health officer.
- C. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- D. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- E. For the purpose of jury duty in the manner provided for by law.
- F. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- G. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- H. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- I. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- J. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- K. Participation in religious instruction or exercises in accordance with district policy.

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

3. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

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

5. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil." [EC 48205, 51101]

Districts may allow students, with parental or guardian consent to be excused to participate in moral or religious exercises or instruction. [EC 46014]

Minimum Days/Pupil Free Staff Development Days

If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. The dates that were known at press time are printed in the calendar in this booklet. [EC 48980(c)]

Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Many districts, by agreement, also allow the transfer of students from or to other districts (inter-district transfer). Victims of bullying or violence are given preference in inter-district transfers. In some cases, the district must provide transportation. Students attending "persistently dangerous" schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48206.3, 48300, 48301, 48306, 48980, 49068, 51101; 20 USC 7912]

Moving Your Child In or Out of School in Guadalupe

Checking Out

If you move your child out of Mary Buren Elementary or Kermit McKenzie Intermediate School, please visit the school office before the child's final day. The school office manager will smooth your child's entry into a new school by forwarding accurate student and attendance records promptly.

Re-Entry

Many children leave our schools and return later in the year. Even if your child has attended our schools before, please come in personally to re-register him/her. Your signature is required in order to get your child back in school. And remember, if you have taken your child out of California or out of the country, please bring birth certificates and immunization records to the office again when you are ready to re-register. Once you leave the district, your child's re-entry into the school does not guarantee he/she will be placed in the same class they were assigned prior to your leaving.

Interdistrict Transfers

The law [EC 46600 – 46221] allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for an addition of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

- Both the school district a parent/guardian is requesting a transfer to and the one a parent/guardian is transferring from must take into consideration the child care needs of the student. If the transfer is approved based on child care needs, the student may be allowed to stay in the new district or the high school district to which it feeds through the 12th grade, subject to certain conditions.
- If either district denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.
- No district is required to provide transportation to a student who transfers into the district.

Open Enrollment

Due to the transition to the new California Assessment of Student Performance and Progress system, the open enrollment list for 2019-2020 cannot be calculated. The District had at least one school on the list of 1,000 low achieving schools for the 2015-2016 school year, but many changes have occurred since the creation of this list. For information about transferring to a different school under this provision, please contact the District Office. [EC 48350-48361, 51101]

Attendance Where Caregiver Resides

If your child lives in the home of a caregiving adult, as defined by law, or a foster home your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code

by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a), 48980(h); FC 6550-6552]

Attendance in District in Which Parent/Guardian is Employed

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place of his/her employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of 10 hours during the school week. [EC 48204(a)(7), 48980(i)]

Enrollment of Homeless or Foster Youth

Foster and homeless children living in the District shall be permitted to attend a school in the District unless they: 1) stay enrolled at their school of origin outside the District, 2) their IEP indicates attendance elsewhere, or 3) the parent or guardian, with knowledge of all options, declares in writing otherwise. They also have rights to immediate enrollment in school, site and program attendance, and free after school programs. [EC 48204, 48850-48859, 48645.3, 51225.1, 56055; 5 CCR 4622; WIC 361, 726]

Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend regular classrooms. The District will provide instruction in the home or in a hospital or other residential health facility if the student meets the District residency requirement. If your temporarily disabled child is located outside your school district, notify both the district where you reside and where the child is located. [EC 48206.3, 48207, 48208, 48980(b)]

Truancy

The state defines three levels of truancy, each carrying more severe penalties for both the student and the parents or guardians. The three are truant, habitual truant, and chronic truant.

Truant: A student is truant after missing three days of school or three 30-minute periods without a valid excuse.

Chronic Truant: A chronically truant student has missed 10 percent or more school days in a school year.

Habitual Truant: If a student is truant three or more times in a school year and an effort is made to meet with parents, then the student is a habitual truant.

Interventions: Students who are habitually truant, miss a lot of school or are disorderly can be referred to a student attendance review board (SARB), a district attorney mediation program, or the county probation department. Through these programs the student can be given guidance to meet special needs for improving attendance or improving school behavior. The goal is to intervene before a student enters the juvenile justice system or drops out.

Student Penalties: First truancy may result in a one-day weekend class. Second truancy may be a written warning from a peace officer that remains in the student's records. Third truancy may result in assignment to an after-school or weekend program, a SARB, a probation officer, or district attorney program. A fourth truancy may result in a chance to improve attendance, but may also result in the student being placed within the jurisdiction of, and as a ward of the juvenile court. Other actions may include required community service, payment of a fine of \$100, attend a truancy mediation program, and loss of driving privileges. A finding of truancy may be handled through available community services.

Parent Penalties: In Education Code; first conviction – up to \$100 fine; second conviction – up to \$200 fine; third – up to \$500 fine. In Penal Code; parents of elementary students who are chronic truants face a fine up to \$2,000; imprisonment up to one year; or both. They may also be scheduled to meet regularly with district staff and/or referred for help. It is recommended that the parent or guardian attend classes at school with the student for one day. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1, 830.1; WIC 256, 258, 601, 601.3; VC 13202.7]

Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and

encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58501]

Instruction And Curriculum

District Courses

Annually the District prepares curriculum, course titles, aims, and descriptions in a prospectus. The prospectus is available at each school site and may be reproduced at cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA]

Academic and Non-Academic Courses, Classes, Electives, Activities, Sports, and Related Facilities

State and federal law require academic and nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities be available to all students without regard to their gender or gender identity, and irrespective of the gender listed in their records. Beginning in seventh grade counselors will meet with each student regarding course selection. Staff will not counsel students into programs, courses, or careers based on their gender or gender identity. The District Uniform Complaint Procedure may be used to file a complaint. [EC 221.5, 221.8, 49600, 48900; GC 11135, 11138; Title VI, Title IX; § 504; California Interscholastic Federation (CIF) 300D]

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant or religious status. The state Attorney General has information about "know your rights": <https://oag.ca.gov/immigrant/rights>. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1]

California State Academic Standards

California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides

how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California launched a new computer-based student testing system that ties to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The new tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

LCFF and LCAP

The LCFF (Local Control Funding Formula) changes the way the State provides money to school districts. Under this new system, school districts receive a uniform base grant for every student, adjusted by grade level. Plus they receive adjustments for the number of students living in poverty, English learners, and foster youth. Then there are further adjustments for concentration of these groups if they are above 55% of the district's enrollment. More information about the LCFF is available at www.cde.ca.gov/fg/aa/lc/.

The LCAP (Local Control Accountability Plan) is a critical part of the LCFF. Each school district is required to engage parents, students, educators, employees, and the community to establish their plan. Anyone can comment to the school board regarding LCAP proposals or expenditures either by submitting comments in writing or at a public hearing held by the school board for that purpose. The plan must describe the overall vision for students, annual goals including language acquisition, and specific action to achieve these goals. The LCAP must focus on eight areas identified as State priorities. The plan will demonstrate how the district's budget will help achieve the goals, and annually assess how well the strategies improved outcomes. Complaints regarding LCAP may be filed anonymously. [EC 305, 52060, 52062, 52066]

Homeless, Foster, and Juvenile Court Youth

Foster, homeless, and juvenile court youth have special rights related to promotion and partial high school credits. They also have the right to an adult to help make educational decisions. More information can be found at the California Foster Youth Education Task Force, www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp. Foster and homeless youth also have special rights associated with college, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.3, 48645.5, 51225.1, 56055; 5 CCR 4622; WIC 361, 726]

Language Learning Programs

District language learning programs offered include:

Developmental Bilingual Education – form of dual language education that uses English learners' home language and English for literacy and academic instruction throughout the elementary grade levels.

Structured English Immersion – for English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language. [EC 306, 310(b)(2); 5 CCR 11310; ne]

Curriculum and Personal Beliefs

Whenever any part of the instruction in health or family life education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. [EC 51240]

Family Life, Human Development, and Sexual Health Education

Your child will be taking classes in compliance with the California Healthy Youth Act. These will include instruction in comprehensive sexual health education, HIV prevention education, and research findings regarding pupil health behaviors and risks. Any written and audiovisual educational materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker for ten cents (10¢) per page. You will be notified before such instruction, and have a right to request, in writing, that your child not participate in any or all activities. You may withdraw this request at any time. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses. Staff teaches these classes. During this class, students in grades 7-12 may be asked to anonymously, voluntarily, and confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained online at www.leginfo.legislature.ca.gov. [EC 51933, 51934, 51937-51939]

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [EC 32255]

Tests/Surveys on Personal Beliefs

You and/or your child(ren) over 18 will be notified before administration of tests, questionnaires, surveys, examinations, containing questions about your child's, or your personal beliefs, political practices, mental health, anti-social, illegal, self-incriminating, demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility for receiving assistance), sex, family life, morality, or

religion. You will be asked for written permission except for exempt surveys (in grades 7-12) that are part of sexual health programs or State surveys. Parents may opt their child(ren) out of all surveys, including those seeking information to be used in marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to surveys and personal information. Notice will be sent to parents prior to such test or survey. If you believe your rights have been violated, you may file a complaint with the Family Policy Compliance Office at U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920. [EC 51513, 5160614, 51938; 60615; PPRA; 34 CFR 98; ESEA]

School Records and Student Achievement

Pupil Records

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, get copies, and inspect school records within five business days of a written or oral request or before any meeting regarding an individualized education program or a hearing. Those records are confidential, and privacy will be maintained. Student records are provided to schools where student transfers or wants to enroll. In some instances information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers, law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at each school by the principal. There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for five cents (5¢) per page. If you cannot afford the cost of copies they will be provided free of charge. You also have the right to file a written request with the superintendent challenging the records. You can challenge the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, comment not based on personal observation with time and date noted, misleading information, or violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49063, 49060, 49068, 49069, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24(t); FERPA; 20 USC 1232(g); 34 CFR Part 99]

For a smoother transition, through a relationship established with the Department of Defense and the California Department of Education, the District has established guidelines for transferring credits and meeting promotion requirements of students from military families. [EC 51250]

Student Data from Social Media Websites

School Districts may now adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the District or turning 18. [EC 49073.6]

Regulations Regarding Pupil Achievement

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. [EC 49067]

Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency

provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.61]

Eighth Grade Promotion

Preparation for promotion begins when the child enters school. High standards for achievement, attendance, and citizenship must be a part of the child's instructional program at all grade levels.

It is the position of the Board of Education that the formal exercise of promotion with the granting of a certificate of promotion is an honor and privilege. This honor shall be provided only to those students who have demonstrated a satisfactory or acceptable level of achievement based upon individual abilities and who have demonstrated, through their behavior, a high standard of responsible citizenship in the school and in our society.

Students who do not meet the criteria for graduation will be issued a Certificate of Participation and will not be allowed to participate in any promotion activities.

Standards for Graduation

1. Achievement

Students will be required to have a minimum "C" average (2.0 GPA) in all subject areas of the last two years attending Kermit McKenzie Intermediate School. Grades transferred in from other schools may count as part of this total.

Grade points are earned on a semester basis, with "A" worth 4 points; a "B" worth 3; a "C" worth 2; and a "D" worth 1; and an "F" worth none.

Note: This is based on a student 7-period day and a semester year. Appropriate adjustments will be made if there is a change in the number of daily periods and/or number of grading periods.

2. Attendance

A student must attend 80%, plus one day of the school year. For example, a student must attend 145 days of a 180-day traditional calendar. Two unexcused tardies to school shall count as one unexcused absence.

3. Citizenship

A student must exhibit acceptable citizenship. Out of the possible 56 conduct grades, no more than seven (7) unsatisfactory grades ("U's") may be earned by a student in the two (2) year junior high program. No more than three of the seven unsatisfactory grades may be earned in the eighth grade year.

A student shall have no more than 10 days of suspension-related absences and/or trancies within the two year period during seventh and eighth grade combined.

A student shall be debt-free to the Guadalupe Union School District.

4. Authority to Deny Promotion

The principal will have the right to deny promotion to any student who, in the judgment of the principal commits an act, which is very serious and violates the citizenship, school or society standards.

Policy: GUADALUPE UNION SCHOOL DISTRICT Adopted:

April 8, 1997 Guadalupe, California Amended: October 10, 2013

Release of Directory Information

The law allows schools to release "directory information" to certain persons or organizations including military recruiters. Directory information may include a student's name, address, telephone information, electronic mail address, photograph, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. You may have the district withhold any of this information by submitting a request in writing by September 12, 2019. Written notification received after the date specified will be honored, but the student's information may have been released in the interim. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [EC 49061(c), 49070, 49073(c), 56515; FERPA; No Child Left Behind Act (NCLB)]

School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, and disasters. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

Student Services

Nutrition Services

Mary Buren and Kermit McKenzie schools participate in the National School Lunch and School Breakfast programs. Meals are FREE to all students under Provision 2. Breakfast is available in the classrooms and lunch is served in the cafeterias. Meals are planned and served according to USDA guidelines in order to provide high-quality nutrition. Menus and additional nutrition information are available in school offices and at www.guadusd.org/district/departments/nutrition.

Parents, non-students and other adults may purchase meals. Parents and students may not remove food from the cafeteria without permission. Parent cooperation with the food program is appreciated [EC 49510-49520, 49558; 42 USC 1761(a)]

Below is the specific language that LEA must include when notifying households about the EITC. This language is in RTCSection 19854:

Earned Income Tax Credit

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

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

Student Use of Technology

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the

student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced.

The Board desires to protect students from access to inappropriate matter on the Internet. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Before using the district's technological resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/ guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

Staff shall supervise students while they are using online services and may ask teacher aides, student aides, and volunteers to assist in this supervision. Adopted:

January 10, 2008 Guadalupe, California

School Accountability Report Card

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.guadusd.org. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

Services to Students with Disabilities

If you have reason to believe your child (ages 0 through 21 years) has a disability requiring special services or accommodations, tell or write the school. Your child will be evaluated to determine whether he/she is eligible for free special or modified instruction or services.

The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and referral. Students identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

Traveling To and From School

A Special Message To Parents — Please Help Us See That Your Children Get To And From School Safely!

We share your concern about the safety of your children. Let's work together to make sure that they get to school safely — even if this means a little extra walking for some students. Your school staff has looked into many ways of how to make the trip to and from school safer. NEVER ALLOW A CHILD UNDER THE AGE OF 8 TO CROSS STREETS ALONE. The

suggested route to schools for walking Mary Buren Elementary students that live west of Highway 1 is to cross Guadalupe Street using the crosswalks. Proceed towards the 9th Street railroad bridge overpass to safely cross over the railroad tracks. Crossing the railroad without the use of the overpass is NOT recommended and can bring serious consequences. Please stress to your child to use care and awareness while walking to school.

The suggested route to school for walking Kermit McKenzie students that live east of the railroad tracks is to walk towards Highway 166 (Main Street) using the sidewalks and crossing at the corners. When you reach the railroad, STOP, LOOK AND LISTEN THEN CAREFULLY PROCEED. NEVER TAKE CHANCES. Use the same care when crossing Highway 1. Enter the campus at the highlighted crosswalks.

Please discuss this concern with your child(ren) today and make sure that they understand that they must use the overpass.

This may be inconvenient for some students. However, trains still speed through our city and make the street a dangerous place for your children. If students use the overpass, we can reduce the possibility of another tragedy like the loss of one of our children a few years ago.

Your cooperation can mean the safety of your child(ren).

School Bus Safety and Services

The Board of Education and school administrators share an equal concern with parents regarding the safe transportation of children to and from school. Our drivers are carefully trained, and our district safety records have been outstanding. We wish to do everything possible to maintain this record. It is necessary that certain rules and regulations be maintained to govern this service. These rules and regulations are established by State Law and by the local Board of Education. Laws relating to school bus transportation are among the strictest in the nation. Although school districts must carry out the laws in detail, the actual responsibility for safety is the responsibility of the driver, as clarified by the following:

Section IX, California Board of Education Governing Pupil Transportation, states: "Pupils transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation to any pupil, and for such other punishment as the law may provide. The driver of any school bus shall be held responsible for the orderly conduct of pupils transported."

Riding a school bus is a privilege. In order to ensure safe, reasonable, and efficient student transportation, we solicit your cooperation in reviewing and discussing with our children the rationale and logic of the following Transportation Safety Plan.

Transportation Safety Plan

1. Escorting of Pupils (AB1297, 1997 Morrow)

The district will determine if pupils require escorting across roadways. If pupils require escorting, the district will identify the involved stops and the students requiring escorting. Bus route sheets will indicate stops requiring escorting of students. At stops requiring escorting, bus drivers will ask which students require escorting. The procedure for unloading students when escorting is required is as follows (Vehicle Code 22112):

(a) On approach to a school bus stop where pupils are loading or unloading from a school bus, the driver of the school bus shall activate an approved flashing amber light warning system, if the bus is so equipped, beginning 200 feet before the bus stop. When safe to do so the driver shall operate the flashing red signal lights and stop signal arm, as required on the school bus, at all times when the school bus is stopped for the purpose of loading or unloading pupils who must cross a highway or private road upon which the school bus is stopped. The flashing red signal lights, amber warning lights, and stop signal arm system shall not be operated at any place where traffic is controlled by a traffic officer. The school bus flashing red signal lights, amber warning lights, and stop signal arm system shall not be operated at any other time.

(b) The driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district superintendent or authorized by the superintendent for school activity trips.

(c) When pupils need to cross a highway or private road upon which the school bus is stopped at a location where traffic is not controlled by a traffic officer or official traffic control signal, the driver shall do all of the following:

(1) Check for approaching traffic in all directions and activate the flashing red light signal system and stop signal arm, as defined in Section 25257, if equipped with a stop signal arm, only when safe to do so.

(2) Before opening the door, ensure that the flashing red signal lights and stop signal arm are activated, and that it is safe to exit the school bus.

(3) Escort all pupils in pre-kindergarten, kindergarten, or any of grades 1 to 8, inclusive, across the highway or private road. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.

(4) Require all pupils to walk in front of the bus as they cross the highway or private road.

(5) Ensure that all pupils who need to cross the highway or private road have crossed safely, and that all other unloaded pupils and pedestrians are a safe distance from the bus and it is safe to move before setting the bus in motion.

2. Procedures for Board and Exiting Buses (Ed. Code 39831.5)

A. Passenger Safety Instruction

All school bus passengers shall receive instruction regarding passenger safety as prescribed in Section 3 and Section 5 of this safety plan.

B. General Rules of Conduct for School Bus Loading Zone

1. Pupils must not leave their seats while the bus is in motion. Seats may be assigned by the bus driver.

2. No unnecessary noise or commotion shall be permitted on the bus. There will be no hitting or fighting.

3. There must be no tampering with bus or bus equipment.

4. All pupils must sit facing the front of the bus.

5. Pupils are not to use vulgar or profane language.

6. Conversations will take place in normal tones of voice.

7. Pupils are not to leave debris of any kind on the bus.

8. Pupils are not to shoot or throw anything while on the bus.

9. All parts of the body shall remain inside the bus at all times.

10. Pupils may not smoke or light matches on the bus.

11. Pupils may not cross street or highway to the rear of the bus.

12. Animals, fish or pets will not be allowed on the bus.

13. There shall be no eating on the bus.

14. Pupils must only board and depart the bus at their appropriate stop.

15. Only those pupils with a written authorization from a parent or the school office will be allowed to depart at a stop other than their regular bus stop (going home with a friend, doctor appointment, parental emergency).

16. Pupils may only enter and exit the bus when the flashing red lights are turned ON.

17. Students who cross the street must cross in front of the bus with the escort of the bus driver.

C. Flashing Red Light Crossing Instructions

See Section 1, Escorting of Pupils in this safety plan.

D. School Bus Danger Zone

E. Walking to and from School Bus Stops

All pupils must obey all traffic rules when walking to and from school bus stops. Pupils should be at the bus stop prior to the arrival of the bus. Students that are late should not run to meet the bus. Nor should they cross the street to meet the bus without escort from the bus driver.

While waiting for the bus, pupils must stay well off the roadway.

Disciplinary Action

In the event disciplinary action is necessary, the following steps will be taken. Your support is imperative.

Please discuss all incidents with your children.

- THE FIRST INCIDENT, the driver shall remind the students of the Safe Riding Rules.
- THE SECOND INCIDENT, the driver will give a verbal warning.
- THE THIRD INCIDENT, the driver will issue a School Bus Report to Parents.
- THE FOURTH INCIDENT, will result in a 3- day suspension from the bus, NOT FROM SCHOOL.
- THE FIFTH INCIDENT, will result in a one- week suspension from the bus, NOT FROM SCHOOL.

- THE SIXTH INCIDENT, will result in two weeks suspension from the bus, NOT FROM SCHOOL.

Continued disobedience of the Safe Riding Rules will result in a parent conference and possible suspension of riding privileges for the remainder of the school year.

Severe incidents in which a student endangers him/herself, another student, or the driver, will result in immediate suspension.

Transportation State Laws and Board Policy

According to State Laws and Board policy, school bus transportation is to be provided only to those students who live beyond the following distances.

Grade Distance

Kinder - 3rd	$\frac{3}{4}$ mile or more
4th - 8th	1 mile or more

Safety Tips

The following are a few safety tips your child can follow on his/her way to the bus stop and when he/she return home.

- Leave home early enough to arrive at your school bus stop on time.
- Form lines facing the direction from which the bus will approach the bus stop.
- Wait back at least 6 feet from the edge of the roadway until the bus has come to a complete stop and the front door has opened.
- Get on the bus in an orderly manner, use the handrail.
- Remain silent at all railroad grade crossings.
- Be courteous to your school bus driver and to fellow passengers.
- Follow instructions of the bus driver, who is in charge at all times.
- Keep your head, arms and feet inside the bus at all times.
- Learn emergency exits and drill procedures.
- When leaving the bus, stay out of the DANGER ZONE.
- Get off the bus only at the designated stop.
- Observe safety procedures and be alert for traffic after leaving the bus.
- Go directly home after getting off the bus. Do not talk to strangers and do not accept rides from strangers.

Keep this handbook in a safe place for future reference. If you have any questions regarding any of the topics mentioned in this handbook, please feel free to call the school sites or the district office.

Transportation for School-Related Trips

The district may provide transportation for students, employees, and other individuals for field trips and excursions according to Board policy and administrative regulations.

The Superintendent or designee shall determine the most appropriate and cost-effective mode of transportation for each approved trip.

When district transportation is provided, students may be released from using district transportation only with the advanced written permission of their parent/guardian.

Students not enrolled in the participating class will not be transported or allowed on the fieldtrip.

Pupil Fees

While there are limited exceptions, families and students should not have to pay fees for most items related to public education. There are four types of fees identified in Education Code:

Pupil Fees: No fees or deposits can be required or collected for items including, but not limited to, materials, supplies, equipment, uniforms (i.e. band, cheerleading, basketball), lockers, books, class apparatus, musical instruments.

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a student's education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

Voluntary Donations: While voluntary donations may be suggested for activities, no student may be denied participation based on the family's ability to make a donation.

Exceptions – When fees may be required: By law, there are exceptions to the prohibition against charging of fees or deposits. These exceptions include, but are not limited to, transportation to non-essential activities, nonessential events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal, and may be filed anonymously.

[EC 17551, 17552, 19911, 32030-32033, 32220-32224, 32390, 35330, 35331, 35335, 38084, 38118, 38120, 39807.5, 48052, 48053, 48904, 49010-49013, 49063, 49065, 49066, 51815, 52373, 52612, 52615, 52920-52922, 60070; 5 CCR 4610, 4630]

Health Services

Immunizations

Students may not be admitted to a classroom setting in school unless he/she has been fully immunized against diphtheria, hepatitis b, haemophilus influenza type b, measles, mumps, pertussis (whooping cough), poliomyelitis, rubella, tetanus, and varicella (chickenpox). Students must be immunized for varicella or provide proof from a doctor stating child has had the disease. All advancing students, new students, or transferring students in grades 7 through 12 must be fully immunized, including two varicella immunizations and a required booster against pertussis (Tdap). They shall not be admitted without the Tdap booster.

It is this district's policy that there be no admittance to schools without documentation of required immunizations. Documented proof that immunizations are up-to-date is required before admission to school is granted. If your child is in the process of catching up on their immunizations they will be "conditionally admitted." Verifications of the required immunizations must be brought to school according to the schedule specified on the ShotsforSchool website. Students will be excluded from school if verification they have received the shots as scheduled has not been received.

This requirement does not apply in at least the following instances:

- If a note from a California licensed physician is supplied including the specific physical or medical condition for which the physician does not recommend vaccination. The note also must include the specific immunization(s) the student is exempted from.
- A temporary medical exemption must include the date the medical exemption expires and it may not exceed twelve calendar months from the date of the California licensed physician's signature.
- A permanent medical exemption must include the statement that the condition or medical circumstance is permanent.
- If a homeless or foster child is enrolling. These students may be admitted immediately but will need to receive all required immunizations as soon as possible.
- Students with temporary or permanent medical exemptions may be subject to exclusion pursuant to section 6060 in cases where there is risk for exposure to a communicable disease the student is not fully immunized against. the non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration.

The required immunizations are available through a usual source of medical care, County Health Department, a school nurse, or may be administered by a health care practitioner acting under the direction of a physician. Immunizations may be given at school. There may be funds for those who cannot access services.

Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section. [HSC 120325, 120335, 120338, 120370, 120375, 120400, 120405, 120410, 120415, 120480; EC 48216, 49403, 48852.7, 48853.5; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

Physical Examinations

For each child enrolling in the District for the first time in kindergarten or first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You may have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For information, you may contact:

Santa Barbara County Health Dept.
2115 S. Centerpointe Pkwy
Santa Maria, CA 93454
(805) 346-8410

If you want your child to be exempt from physical examinations at school, file a written statement annually with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [EC 49451; PPRA]

Kindergarten and/or First Grade Oral Health Assessment

Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or guardians must have their child's oral health assessed and have proof of the assessment by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. [EC 49452.8]

Vision, Hearing, and Scoliosis Screening

An authorized person will check your child's vision and hearing upon enrollment and in grades K, 2, 5, and 8 unless the student entered the District in grade 4 or 7. Females in grade 7 and males in grade 8 may be screened for scoliosis (curvature of the spine). These tests may be administered unless you annually give the school a certificate from a physician or optometrist verifying prior testing, or submit a letter denying consent. [EC 44878, 49451, 49452, 49452.5, 49455]

Medication

Children may take medication, which is prescribed by a physician, and get help from school personnel during the school day if:

1. The district designee has received a signed written statement from the physician detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and
2. Parent, guardian, or caregiver annually submits a signed written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. This includes allowing a school staff member to volunteer to identify the need for, and administer glucagon and epinephrine to a student. The letter gives permission to a district representative to communicate with the health care provider, pharmacist and acknowledge understanding of how the medication will be administered. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine. The District will have a supply of epi-pens at each school site. [EC 49414, 49414.3, 49414.5, 49423, 49480]

Children may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. [EC 49414, 49414.5, 49423, 49423.1, 49480]

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the district designee of the medication being taken, the current dosage, and the name of the supervising physician. [EC 49480]

Sun Protection

Students when outdoors can wear sun protective clothing, including, but not limited to hats. [EC 35183.5] Students may also apply sunscreen during the day without a doctor's note or prescription. [EC 35291, 35294.6]

Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase accident insurance through the district for medical and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities. All children enrolling in kindergarten, first grade, or transferring into the district must be enrolled in a health care plan. There are several options for getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49452.9, 49472; PPACA]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Covered California (800) 300-1506 or online at www.coveredca.com. [EC 49471]

School-Sponsored Athletics

If student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, and (2) complete a sudden cardiac arrest awareness form. [EC 33479, 49475]

Drug, Alcohol, Tobacco, and Steroid Use Prevention

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs, alcohol, or any form of tobacco product on District premises or as a part of any District activity is strictly prohibited. "Tobacco product" is defined as (i) any product made or derived from tobacco or nicotine that is intended for human consumption, regardless of how consumed; (ii) an electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device (commonly known as "e-cigarettes"); or (iii) any component, part or accessory of a tobacco product. Except for members of the military, possession of tobacco by those under 21 is illegal and can lead to a \$75 fine or 30 hours of community service. It is illegal to possess synthetic marijuana. The District has adopted no smoking policies. The District has adopted a policy banning electronic cigarettes (e-cigarettes) and other vapor delivery devices. [EC 48900, 48901; HSC 11357.5, 11375.5; BPC 22950.5(c); PC 308; BP 3153.3]

Guadalupe Schools are Tobacco Free

As part of the Tobacco Free Policy and Re-Certification process, the district must annually share information with students, staff and parents on tobacco-cessation services that are available in the community. Here are several sources for that information. The primary and most comprehensive resources is the Tobacco Prevention Settlement Program under the direction of our prevention partner, Dawn Dunn. Their website can be accessed at www.sbcphd.org/tobacco. There are resources for programs in our county as well as the information on the California Smoker's Helpline (in English, Spanish, for deaf clients and teens). Two other resources are: American Lung Association – Freedom from Smoking Online Program at www.californialung.org; Pacific Pride Foundation – Kick Butts Tobacco Cessation Program at www.pacificpridefoundation.org under LGBT Services. [BP 3513.3, 5131.62; AR 1330]

Marijuana (Cannabis)

A student who unlawfully possessed, used, sold, otherwise furnished, or was under the influence of cannabis is subject to expulsion. Any person 18 or older who possesses, sells, dispenses, distributes, furnishes, administers, gives; or offers to sell, dispense, distribute, furnish, administer, or give; or possesses for sale any, concentrated cannabis, synthetic cannabinoid compound, or any synthetic cannabinoid derivative, to any person, can be imprisoned in a county jail not exceeding six (6) months, or by a fine not exceeding \$1,000, or by both. Any person 18 or older possessing marijuana on district property during the school day, depending on the amount and number of offenses, can face consequences including \$250 to \$500 fine and imprisonment for ten (10) days. Any person younger than 18 possessing marijuana, depending on amount and number of offenses, faces up to forty (40) hours of community service, ten (10) hours of drug education, sixty (60) hours of counseling. [EC 48900; HSC 11357, 11357.5]

Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program using the form provided by the school district. This program is not meant to replace regular professional dental care. [Health and Safety Code 104855]

Confidential Medical Services

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. [EC 46010.1]

Student Behavior And Safety

All pupils have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites and school activities based on actual or perceived characteristics: race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics at any school sponsored activity. School site staff trained in anti-bias shall be made known. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff, 7-12 grades get information about helping LGBTQ students. Resources about bullying, intimidation, and violence are found through the District and online at www.cde.ca.gov, www.cde.ca.gov/lr/ss/se/bullyres.asp, www.cde.ca.gov/lr/ss/se/bullyfaq.asp, www.cde.ca.gov/lr/ss/vp/ssresources.asp, www.californiahealthykids.org

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer below for assistance. [EC 200, 220, 234, 234.1, 234.5, 51101; PC 422, 422.55; 5 CCR 4900; BP 5145.3]

Dress Code Policy

Purpose

We care that all students have the right to be safe and secure while at school. Gang-related apparel is hazardous to the health and safety of the school environment. To provide the students of the Guadalupe Union School District (GUSD) with a safe and secure environment, the GUSD community enacts the following dress code policy. It is the goal of this policy to foster a positive, caring school team spirit which is reflected this dress policy and where individuality is expressed in achievement rather than in apparel.

School Dress Code Policy

Purpose

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Tops: Shirts and Blouses may be of any color with visible collars and short or long sleeves (strictly enforced in Grades Kindergarten through 8th). All tops must be buttoned except for the top two buttons. Shirts and blouses shall be sufficient to conceal undergarments at all times. Tops that are see-through, made of fish-net fabrics, low-cut, off-the-shoulder, or baring midriffs are prohibited. No oversize shirts are permitted. Students with shirts longer than wrist length must tuck in their shirt.

Sweaters, sweatshirts and jackets may be worn over tops. No oversized or baggy tops are permitted. Sweatshirt hoods will not be worn during instructional time or inside buildings.

Bottoms: Straight-legged pants, skirts, shorts, shorts and jumpers may be worn; none of which may be shorter than right above the kneecap. Hems must be neat and cannot drag on the ground or be frayed. Pants must be able to stay up without a belt. No oversized or baggy pants will be permitted.

Accessories: Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable. Appropriate P.E. shoes are required daily.

Hats, caps, bandannas, and other head coverings are not allowed in the classroom or on school facilities.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Clothing, jewelry, personal items, and/or grooming which by virtue of color, arrangement, trademark, or any other attribute denotes membership in gangs or advocates violence, violation of school or district rules, unlawful acts or which incites substantially disruptive behavior is prohibited.

Gang-Related Apparel

The principal, staff and parents/guardians participating in the development of the school safety plan shall define “gang-related apparel” and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Nationally Recognized Youth Organizations

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days that the organization has a scheduled meeting.

Guadalupe Union School District Board of Trustees -

Approved/Adopted: May 10, 2007

Revised: May 2007, Revised: June 16, 2011

Revised: November 14, 2013

Cell Phones, Pagers, Electronic Signaling Devices

Districts may regulate the possession or use of any cellphone, pager or electronic signaling device while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. Use is allowed if essential to student’s health as determined by a licensed physician or surgeon. [EC 48901.5]

Discipline

Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$19,600 in damages and another maximum of \$10,800 as adjusted annually by the California Department of Education for payment of a reward, if any. The school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Impersonation on the Internet

Pretending to be another pupil or real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [EC 48900; PC 528.5]

State Grounds for Suspension or Expulsion:

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive. The State Education Code (EC 48900) states that the following reasons are cause of suspension or expulsion:

- (a) 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
- 2. Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, electronic cigarettes or vaping devices, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) 1. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 2. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.

- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) “Electronic act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image
- (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii) An act of cyber sexual bullying. (I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph
- (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are

enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. [EC 35291, 48900, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Mandatory Suspension / Expulsion

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
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 sale 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.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Student Search

The school principal or designee may search the person of a student, the student's locker, backpack or purse if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Release of Student to Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; Penal Code 11165.6]

Discrimination, Protections, Complaints and Procedures

The District is primarily responsible for compliance with local, state and federal laws and regulations and has procedures to address allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected individual or group including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program, or activity that receives or benefits from local, state and federal financial assistance.

Nondiscrimination / Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin and physical or mental disability - Board Policy 5145.3.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student or other person in the district. Staff shall be alert and immediately respond to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The Superintendent or designee shall determine which complaint procedure is appropriate.

Sexual Harassment

Students and School Employees

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools. [BP 5145.7, November 2009; EC 200-262.4, 48900, 48900.2, 48904, 48980; 5 CCR 4964; Civil Code 51.9, 1714.1; Government Code 12950.1; 5 CFR 4600-4687, 4900-4965; 20 USC 1681-1688, 42 USC 1983, 2000d-2000d-7, 2000e-2000e-17; 34 CFR 106.1-106.71]

Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

The District shall promote programs that ensure nondiscriminatory practices in all District activities. If you want further details in this regard, or wish to file a complaint, please contact the District's Uniform Complaint Officer. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Dr. Emilio Handall, Superintendent
4465 Ninth Street - P.O. Box 788
Guadalupe, CA 93434
(805) 343-2114

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: adult education, career/technical education, technical

training, ROP programs and centers, Agricultural Vocational Education, child development, State Preschool, Early Childhood Education Program Assessments, Consolidated Categorical Aid, Economic Impact Aid, LCAP, State Compensatory Education, State Program for Students of Limited English Proficiency, school improvement, tenth-grade counseling, tobacco use prevention education, Peer Assistance and Review, Migrant and Indian Education, American Indian Education Centers, Bilingual Education, nutrition services, special education, after school education and safety, homeless or foster youth education options, course content, physical education (including instructional minutes grades 1-6), discrimination, harassment, intimidation, bullying, pupil lactation accommodations, pupil fees, Civil Rights Guarantees that receive state or federal financial assistance, ESEA (Titles I-VII), Williams Settlement issues, school safety plan, safe place to learn, School Safety and Violence Prevention Act, and other areas designated by the District. [EC 200, 201, 220, 234, 260 et seq., 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51210, 51223, 51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; 5 CCR 4600- 4687; CC 51-53; GC 11135, 12900; 20 USC 1400 et seq.; EOA; Title VI, Title IX; § 504; IDEA; 42 USC 2000d, 2000e, 2000h; 34 CFR 106.9]

District's Uniform Complaint Process

You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. The complaint procedure can be used for a variety of issues not mentioned above including but not limited to employee issues and policies and procedures of the district. Confidentiality and privacy shall be respected in all complaint investigations. Complaints alleging discrimination may be filed by a person on their own behalf or on behalf of another person or group of people within six months of the occurrence or when facts became known. Complaints regarding a special needs student or pupil fees may be filed within 12 months of the occurrence. Complaints regarding LCAP may be filed anonymously. Complaints regarding Pupil Fees may be filed anonymously and with the principal. If a complaint regarding LCAP or pupil fees is valid, then the parents are due full reimbursement. Staff has been trained to deal with these types of complaints.

Those complaining (Complainants) are protected from retaliation and their identities are confidential when related to discrimination. Staff dealing with complaints are knowledgeable about the laws and programs they are investigating. The complaint may be dismissed if complainant obstructs or does not provide all information. If the District acts in the same manner, the finding may be affected.

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
2. You may contact the UCP Officer to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.
4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results the complainant then has 15 days to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to: injunctions and restraining orders.

For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504 – Office of Civil Rights

Child Abuse – Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services – U.S. Secretary of Agriculture

Employment Discrimination – Department of Fair Employment and Housing, Equal Employment Opportunity Commission.

General Education – this school district

Health and Safety/Child Development – Department of Social Services

Student Records – Family Policy Compliance Office (FPCO), U.S. Department of Education

[20 USC 11138; 34 CFR 300.510-511, 300.513; EC 235. 262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600, 4620-4632]

Complaints Regarding the Williams Settlement, Instructional Materials, Teacher Placement, and School Facilities

Parents should use the District Uniform Complaint Procedure with modifications as necessary, to identify and resolve any deficiencies regarding instructional materials; facility cleanliness, safety, emergency or urgent facility conditions that pose a health or safety threat to students; or staff, teacher vacancies or misassignments. [EC 35186]

Williams Complaint Procedure

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district's Web site at www.guadusd.org, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this Web site, www.cde.ca.gov/re/cp/uc. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the District is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of resolution, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe.
8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

Responsibilities of the District to Handicapped Students Under Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that (change disabled) impaired students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits major life activities such as learning, behavior, walking, hearing, speaking, seeing, breathing, working, standing, caring for oneself, reading, thinking, concentrating, sleeping, bowel functions, bladder functions, digestive functions, and eating.

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this notice form to set out the rights assured by Section 504 to those impaired students who do not qualify under the IDEA.

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. You have the right to be informed by the school district of your rights under Section 504. [34 CFR 104.32]
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of nondisabled students are met. [34 CFR 104.33]

3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. [34 CFR 104.33]
4. Your child has a right to placement in the least restrictive environment. [34 CFR 104.34]
5. Your child has a right to facilities, services, and activities that are comparable to those provided for nondisabled students. [34 CFR 104.34]
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. [34 CFR 104.35]
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and TEAMS/TAAS scores. [34 CFR 104.35]
8. Placement decision must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. [34 CFR 104.35]
9. If eligible under Section 504, your child has a right to annual reevaluations. [34 CFR 104.35]
10. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. [34 CFR 104.36]
11. You have the right to examine relevant records. [34 CFR 104.36]
12. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. [34 CFR 104.36]
13. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator within thirty (30) days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. [34 CFR 104.36]
15. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee).
16. You also have a right to file a complaint with the Office of Civil Rights, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

If you should have any questions about this policy memorandum, please do not hesitate to contact Sandra Bravo, Principal at (805) 343-2411 or Dr. Emilio Handall, District Superintendent at (805) 343-2114.

Further Information is Available

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our district office. [FERPA, 34 CFR 99.7(b)]

Facilities

Asbestos Hazard Emergency Response Act (AHERA)

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). That law requires all schools, Kindergarten through twelfth grade to be inspected to identify any asbestos-containing building materials. The law further requires the development of a Management Plan, based upon the findings of the inspection, which outlines our intent in controlling the potential for exposure to asbestos fibers in our school.

In the past, asbestos was used extensively in building materials because of its insulating and fire retarding capabilities. Virtually any building built before the 1970's contains at least some asbestos in pipe insulation and structural fireproofing. We too have buildings that contain asbestos materials. The primary concern rises when these materials begin to deteriorate or become damaged.

In the inspection of our schools some asbestos containing materials have been identified in some of our buildings. The materials are distributed in various locations and include floor tiles, pipe insulations and mechanical areas not readily accessible to building occupants or students.

Our Management Plan outlines in detail the methods we use to maintain the materials in a safe manner. It also includes a schedule for the phased removal of these materials as applicable.

A copy of the Management Plan is on file for your review at the school's administrative office. [40 CFR 763.93]

Pesticide Use

The District is providing parents the name of all pesticide products expected to be applied at school facilities this school year. The identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. The school's Integrated Pest Management Plan (IPM) is updated by July 1 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.guadusd.org.

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980; FAC 13184]

<u>Pesticide</u>	<u>Active Ingredient(s)</u>
565 Plus XLO	Pyrethrins, d-trans Allethrin
Critter Maxx	Ricinus Oil/Castor Oil
Delta Dust	Deltamethrin
Demand CS	Lambda-Cyhalothrin
Dimension 270-G	Dithiopyr
Eraze 1	Zinc Phosphide
RCO - OMEGA Gopher Grain Bait	Strychnine Alkaloid
Roundup	Isopropylamine Salt of Glyphosate
Slug and Snail Bait	Metaidehyde
Surflan AS	Orysalin, Propylene Glycol
Suspend	Deltamethrin
Talpirid	Bromethalin
Talstar	Bifenthrin
Tempo 20 WP	Cyfluthrin Dimethylcyclopropane Carboxylate
Temprid SC	Imidacloprid, Beta-Cyfluthrin
Termidor SC	Fipronil
The Giant Destroyer	Sodium Nitrate, sulphur, charcoal
Trimec	2,4-D, Dimethylamine Salt, Quinclorac, Dicamba, Dimethylamine Salt
Turf Supreme 16-6-8 plus Trimec	Ammonium Sulfate, Monoammonium Phosphate, Mecoprop, 2,4-D, Dicamba
Turflon Ester	Triclopyr Butoxyethyl Ester
Wasp Freeze	d-trans allethrin, phenothrin

Additionally, the District uses the following products to fertilize school grounds.

<u>Fertilizer</u>	<u>Active Ingredient(s)</u>
Blue Sky 21-0-0	Triazone, Methylene Urea, Molasses, Water
Ferti-Maxx Cool	Potassium Nitrate, Ammonium Nitrate, Perchlorate, Lodate
Ferti-Maxx Turf	Citric Acid, anhydrous
Hoganix blend 66L CT	Plant-based Compost Tea, Molasses, Brewer's Yeast, Endo-mycorrhizae, Ecto-mycorrhizae, Yucca extract
Hydro-Maxx	Citric Acid, anhydrous
Nitro King	Nitrogen, Phosphate, Soluble Potash, Sulfur, Iron
Pelletized Gypsum	Calcium Sulfate Dihydrate, Calcium Lignosulfonate
Turf Royale	Nitrogen, Soluble Potash, Sulfur