

**Stratford Elementary School STUDENT HANDBOOK  
2023-24**

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## SECTION #1 SITE & DISTRICT INFORMATION

### PRINCIPAL WELCOME

Welcome to a new school year!

The schools in Central Union strive to bring the District vision of providing a world-class quality education to all of our students so that every child has the opportunity to excel to his or her highest potential. This is achieved through creating meaningful relationships with parents and students, constructing relevant and engaging learning, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

You are partners with us in achieving this goal, and we thank you for your support of your child's education.

Part of encouraging this partnership is our goal to keep our public informed regarding general District information, programs, achievements, along with the needs of the schools and District. The District utilizes a variety of communication methods in order to provide the public with adequate access to information. This may include, but is not limited to; District and school newsletters, mailings, the District web site ([www.central.k12.ca.us](http://www.central.k12.ca.us)), direct email communications, recorded telephone messages for parent/guardian information, electronic surveys, school accountability report cards, community forums and public events, notices sent home with students, and press releases.

Safety is also an important item for school and parent/guardian communication. Central Union Elementary School District serves approximately 1800 students from K through 8th grade. Central Union Elementary School District is and continues to be proactive in making the schools safe. As one might imagine, on occasion there is a need for assistance from medical staff including ambulances, law enforcement support, and Fire Department assistance when it is believed that an incident necessitates an investigation and/or assistance. The circumstances, of course, deal with students and staff and as a result are confidential in nature. Individuals, who need to be notified, are contacted as soon as possible.

On the rare occasion that there is a general risk to the students or staff of the Central Union School District, an appropriate form of communication is sent out. However, it is not the day-to-day District practice to notify parents and all staff of situations, which may involve law enforcement, fire protection or medical assistance was needed on a school campus.

As parents, you play an essential role in keeping students safe during an emergency. Please consider the following guidelines that are of particular importance to parents in emergencies so that you may help the school staff respond effectively during an emergency.

1. Be prepared for early dismissals.

In some emergencies, such as in an earthquake, school officials will deem it prudent to send students home early. Your child's school will contact you if there will be an early dismissal. Please make sure you provide your school office with up-to-date contact information so that we can easily reach you if there is an early dismissal.

2. If no early dismissal, please do not pick up children at school or during an area emergency.

If you do not learn about an early dismissal, but learn of a school or an area emergency, please do not rush to school to pick up your child/children. Traffic will block any needed emergency vehicles, and your presence in the school building during (say an evacuation) may delay the process. Keep in mind that police will bar parents from school grounds in some emergencies. The safety of all students is paramount to us, and we will reunite students and parents as soon as possible.

3. Get information from local media in emergency.

The District and Site administrators and staff have a great working relationship with our community partners and go the extra mile to make sure that students and staff are safe and feel welcome at school. Following these simple guidelines will ensure the quality of this connection.

Please feel free to contact your school site should you have any questions or concerns.

## **SITE INFORMATION**

<http://stratford.central.k12.ca.us/>

## **SITE VISION & MISSION STATEMENTS**

SCHOOL VISION:

IN ORDER TO DEVELOP A DESIRE FOR LIFELONG LEARNING:

STUDENTS AND STAFF WILL EXPERIENCE A POSITIVE ENVIRONMENT

School-wide and classroom recognition possible for all students.  
Provide a clean, safe and well-maintained environment.  
Students feel welcomed every day.  
All students have the opportunity to be involved in school-wide activities.  
Staff will use positive reinforcement.

STUDENTS AND STAFF WILL DEVELOP A SENSE OF PERSONAL CONNECTEDNESS TO THE SCHOOL

Develop school spirit: Rallies & Assemblies  
Student recognition: Morning announcements, Trimester Awards, Student of the Month  
Parent and community involvement: Volunteering in the classroom, donations of goods and services, and cooperative adult centered fundraising.

STUDENTS AND STAFF WILL DEVELOP A SENSE OF RESPONSIBILITY TO OURSELVES AND OTHERS

Upper grade students mentor primary students: Cross-age tutoring, Peer helpers, Reading buddies.  
Students prepared for the learning day: Regular attendance, prepared and prompt to class.  
Respect for property and rights of others: responsibility for your actions.  
Respect for students' right to learn and teachers' right to teach.  
Maintain student and community pride in the school.  
Sensitivity for the feelings and emotions of others. All students have the right to be accepted by peers and adults.

STUDENTS AND STAFF WILL DEVELOP STANDARDS OF ACADEMIC EXCELLENCE AND PERSONAL BEHAVIOR NECESSARY FOR IMMEDIATE AND FUTURE SUCCESS

High expectations for students and staff, every child, every day, every way, learn.  
Academic and behavioral goal setting for students and staff.  
School-wide Positive Behavior Interventions and Supports (PBIS).  
Incorporate the latest learning, technological tools and theories.  
Students partake in interventions.

The Schools in Central Union strive to bring the District vision of providing a world-class quality education to all of our students so that every child has the opportunity to excel to his or her highest potential. This is achieved through creating meaningful relationships with parents and students, constructing relevant and engaging learning, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

Our schools are doing wonderful things in Central Union Elementary School District. Our students routinely surpass expectations because of the efforts of our teachers and those who support them. It is often said that 'the children are our future', while this is a wonderful motivating quote, I'd like to offer a little different spin on this quote, to demonstrate what we believe at Central Union. The change goes like this ... 'We are the future for our children'. It is through this concept that the power of education is realized. With the recognition that our role in a child's development is paramount, and by embracing the highest commitment of every teacher, secretary, custodian, instructional aide, administrator, and support staff member, we can positively impact the future of your child. By taking this belief and combining it with the partnership of parents, guardians, family members, and the community, we can build that bright future for our students to make sure that every student is able to excel to their highest potential.

Central Union School District has the following targets for student success and achievement.

Ensuring students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and the integration of technology throughout instruction

Providing all students with equitable access to core program activities, highly qualified staff, and having safe and well-maintained schools

Meeting the needs of English Learners to acquire English Proficiency and academic proficiency

Addressing the social-emotional/behavioral needs of our students leading to improved attendance, and reduced incidents of suspensions and bullying

Education is no doubt one of the most important aspects of a child's life, and we are so honored to play a role in your child's development. If you have a concern, please contact your child's teacher or school administrator. With better listening and more understanding we can meet in the middle and walk this important journey together.

**Central Union School District BOARD & ADMINISTRATION**

Board President	Dale Davidson
Board Clerk	Jeffrey Gilcrease
Board Member	Ceil Howe, III
Board Member	Vacant
Board Member	Vacant
District Superintendent	Thomas Addington
Assistant Superintendent, Educational Services	Davinder Sidhu
Chief Business Official	Teresa Santamaria

**Central Union School District SARC INFORMATION**

**SARC Information**

Each Site's SARC can be found on the District website. A hard copy will be made available upon request at each school Site.

**DISTRICT CALENDAR**



**Central Union School District**

15783 18th Avenue, Lemoore CA 93245  
 Phone - 559.924.3405 [www.central.k12.ca.us](http://www.central.k12.ca.us)

**2023-24 School Calendar**

- August 14: First Work day (Teachers)
- Aug 16: **FIRST DAY OF SCHOOL (Students)**
- Sept 4: Labor Day
- Oct 9: Columbus Day
- Nov 1: **NO SCHOOL** (Teacher PD work day)
- Nov 10: Veteran's Day (recognition)
- Nov 20-24: Thanksgiving Break
- Dec 18 - Jan 5: Winter Break
- Jan 15: M.L. King Day
- Feb 19: President's Day
- Mar 25 - Apr 1: Spring Break
- May 27: Memorial Day
- June 7: LAST DAY OF SCHOOL**

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Regular Day
Minimum Day
Holiday - No School
Teacher Work Day - No school for students

[http://www.central.k12.ca.us/UserFiles/Servers/Server\\_4550549/File/ForStaff/Calendars/2018-19SchoolCalendar.pdf](http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/ForStaff/Calendars/2018-19SchoolCalendar.pdf)

**SECTION #2 ATTENDANCE INFORMATION**

## **ATTENDANCE INFORMATION**

### **ATTENDANCE:**

The objective of Stratford Elementary School is to establish an educational environment that will assist all students to learn in a variety of classroom situations and to prepare them for entrance into the workforce. In order to do this, children must attend school daily and be on time.

A vital part of the educational process is the student's interaction with the teacher and his/her peers. Tardiness is a disruption to the teacher and other students when class is in session. Furthermore, the late student misses critical instruction and directions at the beginning of class which may impact their success. It has been determined that regular school attendance is related to a student's successful academic achievement.

Missing school is not desirable, and we do not recommend that a child come to school ill, as illnesses could spread to others.

Medical appointments should be made, if possible, after school hours. An excused tardy may be granted for illness or a doctor's visit. The student will be allowed to make up missed work.

Truant pupils may be assigned to Saturday School. Students with excessive absences may be required to bring a doctor's note to verify all absences.

When it is necessary for a student to be absent from school or to come to school late, he/she needs a note from a parent or guardian explaining the reason. In addition, parents should telephone the school office on the morning a child is absent.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the school and the student's parent/guardian or parent representative
3. Visit to the student's home from a school employee, or any other reasonable method which establishes that the student was absent for the stated reasons.
4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

### **Excused Absences**

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)

Quarantine under the direction of a county or city health officer (Education Code 48205)

Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)

Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

Jury duty in the manner provided for by law (Education Code 48205)

Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

Appearance in court

Attendance at a funeral service

Observance of a religious holiday or ceremony

Attendance at religious retreats for no more than four hours per semester

Attendance at an employment conference

Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)

Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)

Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

Work in the entertainment or allied industry (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

If you plan to take your child out of school for three or more days, please let office personnel know ahead of time. For this pre-informed absence, an Independent Study Contract may be set up that will maintain the continuity of your child's studies and prevent monetary loss to the District. Current state requirements mandate that parents meet with the teacher or administrator ahead of time to review and sign the Independent Study Contract, which must include a minimum of four hours of work per day. Please contact the teacher at least one week in advance of the absence so the work can be organized and the contract can be prepared.

Be aware that a child is counted as present for apportionment purposes if he/she is in school for any portion of the day. This is not to say that you need/want to send a sick child to school, and then take the child home. However, if your child is absent for part of the day, and is physically well, it is better to bring the child to school for part of the day than to let him/her miss the entire day.

Saturday School may be assigned to a child to make up for absences. Please take special NOTE of this provision in the law.

Student Attendance Review Team (SART)



In an effort to avoid any ongoing concerns with attendance-related matters, Central School connects with parents, students, and staff through the Student Attendance Review Team. The purpose of the SART is to address irregular patterns of attendance and formulate possible interventions and resources that may assist in extinguishing poor attendance. The team is typically comprised of site administration, parent/family member, teacher and support personnel who may assist in developing an action plan for attendance improvement.

Possible Solutions:

- Make sure to ask for Independent Study when possible. Independent Study can only be approved for three days or more. Some penalties exist for students that have been granted Independent Study previously, but did not complete the necessary work.
- Saturday School is an avenue to make up absences. In this instance, it should not be viewed by the student as a punishment, but a means to make up absences that can not be cleared in any other way.
- Understand the process and work within its parameters. Make sure that necessary days out of school do not exceed the number that will create issues. Do not have students out of school for other unnecessary reasons. Then, when these important events occur that necessitate that students miss school, it is not an issue to be concerned with when a "required" letter arrives.

The desired outcome is that the above information provided will be useful to those not abusing the system and attempting to follow the rules. As always your efforts are appreciated.

Saturday School

Stratford Elementary School offers Saturday School from 8:00AM-12:00PM on specified dates. Saturday School attendance allows students to make-up one day of absence for each day of Saturday School. Saturday School may be assigned to a child for poor behavior or to make up for absences. Please take special note of this provision in the law.

**SCHOOL ATTENDANCE REVIEW BOARD (SARB)**

Every effort will be made to assist students to acquire the very important habit of being punctual. When tardiness does occur, students must always check in at the office. Students who exhibit habitual tardiness will be referred to the School Attendance Review Board. Detention may be assigned for tardies, regardless of the number of minutes involved.

An excused tardy may be granted for illness or a doctor's visit. The student will be allowed to make up missed work. An unexcused tardy may result in a disciplinary action. Truant pupils may be assigned to Saturday School.

Our School is a California public schools. Much of the income is generated by student attendance ADA (students actually at school each day). Our Schools must follow required steps in order to adhere to audit requirements. One of those steps includes notification to parents of excessive excused (activities indicated in Education Code § 48205 that would be considered excusable reason to be out of school) absences and unexcused (activities not listed as excusable from school) absences.

The California Education Code §48260 states that any child with three unexcused absences or three tardies of more than thirty minutes in one school year is classified as a truant. Schools are required to notify parents/guardians when a student becomes truant. If a child is classified as a truant, the school may schedule an appointment with the School Attendance Review Board (SARB). SARB is a group of people (parents, educators, and employees of public agencies) who meet to explore ways to help children with attendance and/or discipline problems. SARB will make recommendations to the parents, the child, and the school. Excessive tardies involving less than thirty minutes will also be referred to SARB. If the recommendations of SARB are not followed, if absences or tardies without good reason continue, or if misbehavior continues, SARB may recommend legal action. This may consist of referring the child to the Probation Department and/or may be referred to the appropriate state/federal agencies.

The California Education Code §48260 states that any child with three unexcused absences or three tardies of more than thirty minutes in one school year is classified as a truant. Schools are required to notify parents/guardians when a student becomes truant. If a child is classified as a truant, the school may schedule an appointment with the School Attendance Review Board (SARB). SARB is a group of people (parents, educators, and employees of public agencies) who meet to explore ways to help children with attendance and/or discipline problems. SARB will make recommendations to the parents, the child, and the school. Excessive tardies involving less than thirty minutes will also be referred to SARB. If the recommendations of SARB are not followed, if absences or

tardies without good reason continue, or if misbehavior continues, SARB may recommend legal action. This may consist of referring the child to the Probation Department and/or may be referred to the appropriate state/federal agencies.

#### Local SARB Hearing

School Attendance Review Board (SARB) is a specific group (administrator, educators, nurse, and employees of public agencies) who meet to explore ways to help children with attendance and/or discipline concerns. SARB will make recommendations to the parents, the child, and the school. Parents/guardians may be asked to sign an Attendance Contract at this meeting.

#### County SARB Hearing

Failure to attend the local SARB hearing will result in the case being turned over to the Kings County School Attendance Review Board (SARB) and may result in criminal prosecution by the Kings County District Attorney.

If the recommendations of the local SARB Panel are not followed, if absences or tardies without valid excuse continue, or misbehavior continues, SARB may recommend legal action.

#### Legal Action

School attendance is mandatory by law. A habitually truant student may be placed on probation, be detained, and parents/guardians may be required to pay a fine. Legal action may consist of referring the child to either the Probation Department or Child Protective Services and/or referring parents/guardian to the District Attorney.

### **TARDINESS**

Every effort will be made to assist students in acquiring the very important habit of being punctual. When tardiness does occur, students must always check in at the office. Students who exhibit habitual tardiness or early checkouts will be referred to the School Attendance Review Board.

An excused tardy may be granted for illness or a doctor's visit. The student will be allowed to make up missed work. An unexcused tardy may result in a disciplinary action. Truant pupils may be assigned to Saturday School.

#### Truancy

See also Central Union School District Student Code of Conduct Pages in this handbook. A "truant" is defined as "any pupil who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without valid excuse on three occasions in one school year or any combination thereof" (California Education Code §48260). Schools are required to notify parents/guardians when a student becomes truant.

#### Truancy Letters

1. After three incidents in any combination of unexcused absences or very tardies, a letter will be sent to the parents/guardians.
2. After an additional unexcused absence or very tardy, a second letter will be sent to the parents/guardians. Parents/guardians will be asked to attend a conference regarding attendance issues.
3. After an additional unexcused absence or very tardy, a third letter will be sent to the parents/guardians with a notification to attend a Local School Attendance Review Board (SARB) Hearing.

## SECTION #3 GENERAL INFORMATION

### **ACADEMIC AWARDS AND STUDENT RECOGNITION**

Perfect attendance will be recognized for students who have no absences. When appropriate, attendance at a previous school will be considered. Saturday School attendance will make up an absence.

Various other awards are presented throughout the year for such activities as athletics, art, music, oral recitation, citizenship, Character Counts, academics, and improvement.

#### **HONOR ROLL:**

The Honor Roll is a means of giving recognition to students based on scholastic achievement. The requirements reflect the student's academic achievement and his/her effort and citizenship. The Honor Roll is computed by trimester.

To qualify, students in grades 4-8 must not receive a D or F or incomplete on their report cards. The grade point average for honor roll is based on core classes (i.e. ELA, math, science, and social studies.) in grades 4-8. An A equals 4.0 points, a B equals 3.0 points, and a C equals 2.0 points. There are three types of honor rolls (Principal's List, A Honor Roll, and B Honor Roll).

4th-8th Grades:

Principal's List 4.00

A Honor Roll 3.50-3.99

B Honor Roll 3.00-3.49

### **BUS TRANSPORTATION GUIDELINES**

Bus transportation is a privilege, not a right. Students must adhere to several regulations, for safety reasons.

1. Students are expected to wait in an orderly manner at the bus stop. They are to refrain from interfering with passing traffic or the rights of other students.
2. Quiet talking is permitted on the bus. Bus drivers will determine the upper limits of acceptable volume of noise. Bus drivers are directed to limit the noise in a bus in order that they may thoroughly concentrate on safe driving.
3. Students are expected to recognize the fact that the bus driver is in charge of the operation of the bus and to show the driver respect.
4. Students are expected to treat the bus with respect and care and to avoid accidental or intentional defacing of the bus.
5. Eating food or drinking on the bus is not permitted.
6. No part of a passenger's body should be extended out of the bus.
7. Throwing items in and out of the bus is not allowed.
8. All passengers are expected to remain seated at all times on the bus unless given permission to do otherwise by the driver.
9. No live animals may be transported on school buses except guide dogs and signal dogs.
10. Emergency exits are to be used or involved only under the direction of the bus driver.

#### **BUS/TRANSPORTATION RULES:**

Bus transportation is a privilege, not a right. Continued disorderly conduct or persistent refusal to submit. to the authority of the driver, shall be sufficient reason for a pupil to be denied transportation. (Reference: Title 5, California Code of Regulations, Section 14103)

The following are the regulations set forth by Lemoore Area Schools Transportation (559)924-6640

#### **Elementary Bus Discipline Procedures (Grade K-8)**

**Step 1: Verbal Warning:** The driver shall discuss any student discipline problem with the students involved. If, in the driver's judgment, the incident is serious, it shall be reported to the building principal on a School Bus Incident Report to Parents form.

Step 2: First Report-Written Warning: Bus drivers will issue a notice of unsatisfactory conduct, on a School Bus Incident Report to Parents form when they feel that behavior has been serious enough to warrant the child's parents being informed of the situation.

Step 3: Second Written Report: The student will lose his/her privilege of riding the bus for a period of five (5) school days. The principal or his/her designee, shall inform the parents by telephone and/or letter of this suspension.

Step 4: Third Written Report: The student will lose his/her privilege of riding the bus for twenty (20) school days. The principal or his/her designee, shall inform the parents by telephone and/or letter of the suspension.

Step 5: Fourth Written Report: The student will lose his/her privilege of riding the bus for the remainder of the school year. The principal or his/her designee, shall inform the parents by telephone and/or letter of this suspension.

## **Wellness Policies on Physical Activity, and Nutrition Resolution**

[http://www.central.k12.ca.us/departments/nutrition\\_services/wellness/](http://www.central.k12.ca.us/departments/nutrition_services/wellness/)

## **CLASSROOM SNACKS AND PARTY GUIDELINES**

### CLASSROOM PARTIES:

All parties must be approved by site administration and must comply with all Board policies including those regarding Food Allergies/Special Dietary Needs (AR 5141.27). All food items brought to school must have ingredient labels in order to clear food allergy concerns. Traditionally, homerooms have no more than four parties per year (Halloween, Christmas, Valentine's Day, End-of-Year). Student birthday parties are not encouraged at school. Please check with your classroom teacher prior to bringing anything to school for birthday celebrations. ALL foods and beverages available to students at all District School Sites will support health curriculum and promote optimal health.

### Snacks Must Meet the Following Criteria

Calorie Limits: Snacks must contain less than or equal to 200 calories

Sugar Limits: Snacks must contain less than or equal to 35% sugar by weight

Sodium Limits: Snacks must contain less than or equal to 200mg

Fat Limits: Saturated fat must be less than or equal to 10% of calories

There must be no trans fat in the package as served

### Healthy Snack Alternatives:

- Fresh Fruit
- Veggie Sticks
- String Cheese
- Baked Chips
- Pretzels
- Graham Crackers
- Popcorn
- Applesauce
- Whole Grain Crackers
- Whole Grain Cereal Bars

### Healthy Drink Alternatives:

- Bottled water
- 100% Fruit Juice
- Low-fat Milk
- Non-fat Milk (Flavored)

Alternative Items:

- Treat Bags w/non-food Items such as stickers, pencils, erasers, etc.

Remember, this is for the health of our students!

## **DRESS CODE GUIDELINES**

The purpose the school dress code is to define student dress and grooming requirements. A consistent dress and grooming policy is necessary in order to maintain order, provide a safe school environment and promote discipline. Dress or grooming that draws undue attention detracts from the educational process and is therefore unacceptable. School regulations prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school
2. Materially interfere with school work, create disorder, or disrupt the educational program
3. Cause excessive wear or damage to school property
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

It is the responsibility of the student, in cooperation with the parents and the school, to maintain an acceptable standard of dress. General campus and classroom dress should be clean, neat, and worn in an orderly manner so as no to distract from or disrupt the learning climate. Shoes (appropriate to the activity) must be worn at all times on campus and during school activities.

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations.

The following guidelines shall apply to all regular school activities:

Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

Appropriate shoes must be worn at all times.

Hats, caps, and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

### **Gang-Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, 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. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

## **ENROLLMENT OPTIONS AND STUDENT PLACEMENT GUIDELINES**

### **ADMISSION:**

California Education Code states a child shall be admitted to a kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his/ her fifth birthday on or before September 1st.

Transitional Kindergarten is available for children turning five years old between September 2, 2023 and April 2, 2024 for the 2023-2024 school year.

Please call the School Site or the Central Union School District Office for more details.

If a child has not attended school before, it is mandatory to bring a birth certificate and shot record. Children need evidence that they have been protected against polio, diphtheria, pertussis, tetanus, rubella, and hepatitis B. All first grade students need evidence of a physical. If a child is transferring from another school, the school office will need transfer forms and/or a report card from the other school.

Assigning children to their teachers is an important matter certainly to us and especially to parents. Because this task may be approached in various ways at different schools, some insight into the philosophy, rationale, and procedure used may be useful to you.

First, the assignment of students to their teachers and the formation of class lists are educational decisions which are just as crucial to individual and group success as decisions concerning the selection of personnel, books and materials, instructional programs, and teaching strategies. Careful consideration and deliberate attention must be given to several important factors.

\* The composition of the classroom is important. The students must be compatible to the extent that an effective learning environment and an atmosphere of cooperation can be established. There are certain combinations of students that, in their best interests, should not be placed in the same classroom. Individual personalities, the collective personality of the group, and the social/educational dynamics of the school must be weighed. All of these factors must fit together in order to create a positive school climate and equal educational opportunity for all students.

\* Classes will be balanced in respect to size.

\* Classes will be balanced with respect to achievement levels, gender, and ethnicity. Some consideration can be given to the special needs of students with different learning needs those Students on 504 Plans and our English Learners.

### **WITHDRAWAL FROM SCHOOL:**

The office staff would like a week's notice prior to a student's transfer. This is necessary in order to allow time for records to be obtained from the teacher(s), health records from the nurse, and to bring the student's cumulative records up to date.

## **ENTERING AND LEAVING CAMPUS**

### **ARRIVAL AT SCHOOL/DISMISSAL:**

Students should not arrive at school prior to 7:45AM unless they arrive on the bus. Students arriving early on the bus should go to the cafeteria and eat breakfast and then go to the playground after 7:45AM. Once students arrive at school, they are not to leave the campus for any reason. Students arriving after the 8:00 bell must report to the office for an admit slip to class. Students returning from an absence should bring a note from their parent or guardian explaining the absence.

Parents are to be notified if a student is asked by a teacher or administrator to remain after school. Parents who wish to have a student excused early must come to the office and sign their children out. For checkout, please have a valid driver's license or valid state identification card. Then the student will be called from the classroom and released. This procedure is for the safety of the student. School personnel cannot be expected to recognize every parent's voice on the phone. If there is to be a change in your child's mode of transportation, you must send a note with your child. The child must bring the note to the office when arriving at

school. This note will be signed and copied for the classroom teacher and the school's records. It is important for your child's safety that you to be on time when picking up your child from school.

Please make every effort to let your child know how he/she is to get home if you must make any changes in transportation or childcare on a particular day.

Students who are inter-district transfers must have arrangements made so they are not dropped off at school when the playground is not supervised and so that they do not have to remain unsupervised at the end of the school day. It is the parents' responsibility to make arrangements for the supervision of their children outside school hours.

## **FIELD TRIPS AND EXTENDED SCHOOL ACTIVITIES**

Parent volunteers are always welcome to assist during field trips. If you choose to participate as a parent volunteer, your child's teacher will notify you ahead of time as to your responsibilities during the outing. Advance notice is necessary for any parent who volunteers and might be with a child other than his/her own without the supervision of a school employee. The Central Union School District requires that all volunteers attend orientation training once a year. State law requires a safety clearance and/or fingerprinting. This process sometimes takes several weeks. Volunteers are not allowed to take other siblings/children on fieldtrips. All students are required to ride in the bus with their classmates to the designated event. Insurance regulations prohibit children not enrolled in Central Union School District from riding a bus to or from a school-sponsored event.

## **GRADES/PROMOTION/RETENTION PROCEDURES**

### **PROGRESS REPORTS:**

All fourth through eighth-grade students receive progress reports that are issued mid-trimester, three (3) times a year. Progress reports are used to inform parents of current levels of academic achievement.

Parents of fourth through eighth grade students can access their student's grades on a daily basis through the online PowerSchool application. The school office will provide parents with directions to access their children's grades. Parents may use school computers during school hours or their local Public Library to access the Internet.

### **REPORT CARDS:**

Report cards are sent home three times a year, grades TK-8. Conferences are scheduled with all parents at the end of the first trimester.

### **GRADUATION REQUIREMENTS:**

The following minimum requirements are necessary for a student to receive a diploma and to participate in any graduation activities.

1. Complete the prescribed course of study.
2. Pass the District's promotion/retention criteria.
3. Earned no more than a total of nine (9) discipline tickets.
4. Maintain satisfactory attendance and citizenship, which includes being present 90% of the school year (162 days out of 180). Completed Independent Study does not count as days absent. Saturday School may be used to make up absences.
5. Maintain a 1.5 GPA in cores classes for the eighth grade year.
6. Complete checkout procedures, to include but not limited to, returning all school property, paying fees, and signing appropriate forms.

### **PROMOTION/RETENTION:**

The Governing Board expects students to progress through each grade within one school year. As early as possible in the school year, employees should identify students who should be retained and who are at risk of being retained. Students shall be identified on the basis of grades and the Central Union School District's Multiple Assessments.

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators

specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Students shall be identified at risk for retention on the basis of the following criteria:

Between Grades 2 and 3; and Grades 3 and 4

Minimum competency on standards-based assessments in core areas

A student must be reading on grade level or not more than a year below, or will be a candidate for retention.

A student must be present 90% of the school year (162 days out of 180), or will be a candidate for retention. (Completed Independent Study does not count as days absent. Saturday school may be used to make up absences).

Between Grades 4 and 5; 5 and 6; 6 and 7; 7 and 8; 8 and 9

Minimum competency on standards-based assessments in core areas

A student must maintain a cumulative 1.5 GPA in Reading, Language, Math, Science and Social Studies for the 1st, 2nd and 3rd trimesters, or will be a candidate for retention.

A student must be present 90% of the school year (162 days out of 180), or will be a candidate for retention. (Completed Independent Study does not count as days absent. Saturday School may be used to make up absences.)

Promotion/retention decisions for students who move in during the school year will be determined when school records and/or schoolwork have been analyzed.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

The site Student Success Team (SST) will review all potential at risk of retention, including the principal or assistant principal.

The Superintendent or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program with the parent/guardian's consent. Such programs may be offered during the summer, after school, on Saturdays and/or during intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum.

#### GRADING:

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)



## Grades for Academic Performance

For grades TK-3, students' level of progress for each grading period shall be reported as follows:

3 Achieving Grade Level Standards

2 On Track To Meet Grade Level Standards

1 More Time/Help Need to Meet Grade Level Standard

N/A Not Yet Introduced/Assessed

For grades 4-8, grades for academic performance shall be reported for each grading period as follows:

A (90-100%) Outstanding Achievement 4.0 grade points

B (80-89%) Above Average Achievement 3.0 grade points

C (70-79%) Average Achievement 2.0 grade points

D (60-69%) Below Average Achievement 1.0 grade points

F (0-59%) Little or No Achievement 0 grade points

I Incomplete 0 grade points

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

## Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

## Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

TK - 3

E - Excellent

S - Satisfactory

I - Improving

N - Needs Improvement

Grade 4-8

O - Outstanding

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

## Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

## DISTRICT ASSESSMENTS

Assessment is the ongoing process of gathering evidence of what each student actually knows, understands, and can do. Comprehensive assessment approaches include a combination of formal and informal assessments—formative, interim, and summative. An effective assessment system can be used to evaluate the extent to which students are learning and thriving based on state standards and local goals.

- Formative assessment tools and processes are part of the ongoing instruction that happens regularly in class to provide teachers and students with feedback on student learning. This assessment of student progress is ongoing in each classroom and is accomplished using a variety of strategies, including class work, homework, tests, portfolios, and authentic assessments.
- Interim assessments are administered formally at a district-wide level at intervals throughout the school year. They provide information for teachers for the purposes of predicting students' ability to succeed on a summative assessment, providing data on the impact of specific programs or instructional practices, or diagnosing gaps in a student's learning.
- Summative assessments are conducted at the end of a specific time frame, often at the end of the school year. They are designed to evaluate students' performance against a defined set of content standards. The district administers all mandated summative assessments. (See Mandated Testing)

Students enrolled in special education programs in general statewide and district wide assessment programs with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (Education Code 56385)

## STATEWIDE TESTING NOTIFICATION

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

\*Who takes these tests? Students in grades 3–8 and grade 11.

\*What is the test format? The Smarter Balanced assessments are computer-based.

\*Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

\*Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

\*What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

\*Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

\*Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

\*What is the test format? The CAST is computer-based.

\*Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

\*Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

\*What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

\*Which standards are tested? Alternate achievement standards derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

\*Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

\*What is the test format? The CSA is computer-based.

\*Which standards are tested? The California Common Core State Standards en Español.

#### ELPAC

\*Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

\*What is the test format? Both the Initial and Summative ELPAC are computer-based.

\*Which standards are tested? The 2012 California English Language Development Standards.

#### Alternate ELPAC

\*Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

\*What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

\*Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

#### Physical Fitness Test

\*Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

\*What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

\*Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

## **HOMEWORK POLICY**

The Board of Trustees 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. Homework assignments shall not constitute more than 20 percent of the subject matter grade.

The following chart is intended to serve as a general guideline as to appropriate time allocation that can be expected for a student to spend doing homework during a typical Monday-Thursday period, Friday and holiday evenings excluded. However, teachers may assign homework on Friday, particularly if there are long-term projects and assignments.

Grade K 20-60 Minutes per week

Grades 1-2-3 100-120 Minutes per week

Grades 4-5-6 120-180 Minutes per week

Grades 7-8 180-360 Minutes per week

It should be remembered that some students work quickly and will be able to complete their homework in less time than shown in these guidelines. Other students who work more slowly may require more time to complete their work. Adjustments are to be made by the teachers according to the student's individual needs. These adjustments may be made on an informal basis, based upon the individual student's skill. The homework expectations may also be formally defined in a qualifying student's Individualized Education Plan or Section 504 Accommodation plan.

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.

#### Long-Term Homework Assignments

Long-term homework assignments, i.e. those assigned over more than five school days, shall provide a proportionate learning benefit relative to the time required to complete the assignment. The time needed to accomplish long-term assignments should be integrated into the total time needed for all homework assignments, short and long term.

Teachers shall provide clear, written directions for assignments. These directions to students should include all relevant information, such as the due date, the required length (if any), any required format specifics, planned check points and penalties for late or non-completion of work.

Classroom instructional time should be given at the onset of projects to assist students in understanding and starting the project satisfactorily.

Some check points or scaffolding should be provided during class time with adequate feedback from the teacher with respect to student progress and grades.

#### Weekend and Holiday Assignments

Weekend and holiday homework shall not be assigned with the expectation that it be completed during those times. For example, a one-day assignment made on Friday would not be due until Tuesday; a two-day assignment would be due on Wednesday, and so on.

#### Makeup Work

Students who miss schoolwork 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. (Education Code 48205)

Students who miss schoolwork because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

#### INDEPENDENT STUDY:

The District has established an Independent Study program for students who must be absent from school for more than three school days. Parents should notify office personnel at least three days in advance of such an absence. A contract must be signed and assignments will be graded. Otherwise, the student will receive unexcused absences.

There are specific requirements that must be completed so the students can receive credit for their efforts. A minimum of twenty hours of academic work must be completed each week the student is enrolled in the program—four hours each day. For kindergarten students, it is fifteen hours per week.

The teacher(s) will list the assignments to be completed and the estimated time to do each assignment. The student, parent, teacher, and administrator will sign an agreement stating that the assignments will be completed by the time the student returns to the regular school program. All work is to be turned in the first day the child returns to school or no credit may be given and missed days will be unexcused. Late work will be accepted up to one week after the due date for partial credit.

#### **LOST OR DAMAGED BOOKS/EQUIPMENT/PROPERTY**

When a student is issued a book, iPad or other supplies, equipment, uniform, musical instrument, etc., he/she assumes responsibility for its care. It must be returned on request in a condition similar to that when issued. If not, damage or replacement costs can be assessed. Teachers will record the code number and condition of textbooks when they are assigned. The costs of texts have risen sharply in recent years. Report cards for individual students will be held pending the clearance of unpaid moneys or the return of textbooks and/or equipment.

#### LOST AND FOUND:

Many articles become lost or are left unclaimed during the course of a year. It helps if personal belongings are marked so your child can identify his/her articles easily. Items may be claimed by checking the lost and found boxes and/or checking with office personnel. Lost and found boxes are on each campus. You can check with your School Site for the specific location of these boxes. These boxes are for clothing. Such things as books, wallets, and jewelry should be taken to the office. Periodically, unclaimed items are given to a charitable organization.

## **MEDICAL AND EMERGENCY PROCEDURES**

### **ADMINISTERING MEDICATION:**

California Education Code §49423 states any student who is required to take medication, during the regular school day, prescribed for him/her by a physician may be assisted by the school nurse or other designated school personnel if certain requirements are met: (1) a written statement from the physician detailing the method, amount and time schedules and (2) a written statement from the parent/guardian of the student indicating the desire that the school district assist the student in the manner stated by the physician. Forms for this purpose are available in the school office or from a school nurse. Students are not allowed to keep any medication (including vitamins and cough drops) in their personal possession without a doctor's order on file with the school nurse. No staff member may issue aspirin to any student under any circumstance. In the rare case where a student needs to carry medicine on his/her person, a doctor's order form is needed and verification from the school office.

### **COMMUNICABLE DISEASES/LICE:**

If your child complains about a stomachache, earache, sore throat, or cold symptoms or has not been free of fever for at least twenty- four hours, keep him/her home for observation. If your child is absent because of one of the following diseases, please notify the school office: chicken pox, mumps, red measles (rubella), German measles (rubella), impetigo, pink eye, ringworm, or lice.

Any child with a temperature of 99.6° or over will be sent home from school. Parents will be contacted to pickup.

**A WORD ABOUT LICE:** Lice may bother people in all walks of life. Having head lice does not mean one is dirty. Transmission can occur quite easily from one infested individual to another. Children should be instructed not to share combs, brushes, hats, scarves, coats or sweaters. If your child is found to have been infected with lice, you will be notified and asked to pick your child up from school that day. Information will be provided on the recommended treatment procedures. Treatment consists of shampooing with a special medicated shampoo. It is recommended that all members of the family be treated. All bed linens should be washed in hot soapy water and dried in a hot dryer at least twenty minutes. Clothing, combs, and brushes should be cleaned. Carpets, upholstery, and mattresses should be vacuumed thoroughly. The absence for the complete treatment of head lice will be limited to one school day of an excused absence. The student will be able to return the school the next day after he/she is checked and cleared by the school nurse.

### **FIRST AID & ILLNESS:**

First aid is administered in case of minor injuries. If illness or a serious accident occurs during the school day, an attempt is made to notify the parent at once. **FOR THIS REASON, THE SCHOOL REQUIRES AN EMERGENCY CARD WITH CURRENT INFORMATION.** It is the parent's responsibility to keep the information of the Emergency Card current.

## **PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT OPPORTUNITIES**

Open communication between the home and the school is essential to the progress and development of the students and the effective operation of the school. The parent and the school are partners when it comes to meeting the educational needs of children. Establishing good communications is a major objective of the school and each teacher is diligent in keeping in contact with parents. Parents can keep informed about their child's school by going to the school sites' websites.

### **FEDERAL SURVEYS:**

Schools are required to issue and verify the completion of federal surveys. These surveys are usually sent home during October. It is mandatory that these surveys be returned properly completed. It is necessary that each student returns this survey on the date requested. It may become necessary for the school to contact the parent's commanding officer when surveys are not returned to school on time.

#### INDIAN EDUCATION POLICY AND PROCEDURES:

The Central Union School District is responsible for providing your children with an exceptional elementary school education. The Central Union School District is required by the Federal Government to have an Indian Education Policies and Procedures (IPP) in place. The IPP plays an important role. The policy ensures that communication and input is sought from families regarding the education of our Native American students. Periodically throughout the year, we will be asking that you review the IPP's and provide the District with your input.

#### PARENT NOTIFICATION:

You have the right to request information regarding the qualifications of your child's teacher. You may request information regarding:

- \* Whether the teacher has met state credential criteria for the grade level or subject they teach;
- \* Whether the teacher is teaching under emergency or other similar status;
- \* The college degree major of the teacher and any other graduate certification or degree held;
- \* Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

#### PARENT RIGHTS:

It is the policy of the Central Union School District to allow parents access to any records that pertain to their children. If you wish to see any of these records, contact the principal of the school. The principal will make an appointment to review these records with you as soon as is practical. If your child has a psychological file, you may wish to contact the District psychologist at 924-3405 for detailed information about psychological files.

The school will not release your child's records to anyone without written consent except to the following:

1. School officials or teachers within the District who have a legitimate educational reason for having the records
2. County, state, or federal officials who have a legal right to see this information
3. When information is needed to protect the health and/or safety of your child or another child a school district to which your child will transfer.

#### PARENT VISITATIONS:

Parents are always welcome and are encouraged to visit the school. Visits should be scheduled with the teacher in advance so that suggestions for appropriate times will make the visit as productive as possible. In the interest of safety, ALL VISITORS MUST CHECK IN AT THE OFFICE UPON ARRIVAL AT SCHOOL AND PRIOR TO VISITING A CLASSROOM OR THE PLAYGROUND.

#### PARENT SURVEY:

Once a year, a survey is sent home to the parents of each student. This survey is used to obtain parent feedback regarding the strengths and weaknesses of the schools' programs and the extent to which the school is meeting the needs of the students and the community. The school results from this survey are useful for planning and improving the school program. The results are reviewed and discussed by the School Site Council and school staff. Recommendations for improvement are made and considered for implementation. In the past, the thoughtful responses of the parents have had an impact in helping the school maintain effective programs for the students. You are urged to respond to this survey when it is sent home.

#### SCHOOL SITE COUNCIL & EL PARENT ADVISORY COMMITTEES:

Programs and basic objectives of a school must reflect the needs of the community it serves. In order to accomplish this, two conditions are necessary: (1) the school must be able to identify and interpret the needs of the community, and (2) parents must be knowledgeable about the objectives and programs of the school in order to judge whether those needs are being met.

School Site Councils meet a minimum of 4 times a year to study and evaluate the various components that comprise the schools and to offer input for ways of improving those components. Voting membership on the School Site Council is evenly divided between school employees and members of the community. The basic objectives of the School Site Council are:

1. To study and become knowledgeable about the various programs and components that makes up the school.

2. To discuss the effectiveness and appropriateness of these programs and components relative to the goals of the school.
3. To aide in assessing community attitudes about the school.
4. To act as a communication liaison between the community and the school.

Parents who are interested in serving on the School Site Council should contact the principal. All meetings are public and non-voters may attend.

#### **VOLUNTEERING:**

All volunteers are required to attend one parent volunteer orientation training that is held at the beginning and throughout the school year. The training is held at each school site. After completion of the thirty-minute orientation, participants will fill out a registration form and submit it to the facilitator of the training. Once the Meagan's Law check and/or fingerprints have been cleared and a TB certification has been received, the Curriculum Department will notify the respective school secretary. Teachers will receive a list of volunteers who have been cleared to volunteer in the classroom and/or school parties and field trips. All parents will check into the school office to receive an ID Badge. The badge is returned to the school office before leaving school grounds. Parent volunteers may not bring siblings/other children to school when planning to volunteer.

Volunteers are needed at school for a variety of reasons. Many children need individual help and encouragement in a particular subject area. Volunteers can help provide for this need, either as tutors or by freeing the teacher from other duties to give children more personal attention.

Some volunteers work in the school on a regular basis. Others may help with individual projects, activities or field trips. Still others may provide some service at home. The volunteer program is limited only by the imagination of the community.

#### **SAFETY POLICY AND PROCEDURES**

##### **BICYCLES:**

Please review safety procedures with your children concerning bicycles, skateboards, roller blades, skates, and scooters. Damage to school property often results from using these items. Once on school grounds, bicycles, skateboards and scooters are to be walked. Heelys (shoes with wheels), skates, and roller blades are not allowed on school grounds.

- \* State law requires helmets for children under the age of eighteen, when riding a bicycle, scooter, skateboard, stakes or roller blades.
- \* Students riding bicycles to school are to park and lock them at the bicycle racks as soon as they arrive at school. Bicycles that are not locked are easily stolen.
- \* Bicycles are not to be ridden on school grounds or walkways AT ANY TIME, including after hours and on weekends.
- \* Students are to obey all traffic laws when riding bicycles to and from school.
- \* Students are not to go into the bicycle parking area during the day unless they have permission to ride their bicycles home for lunch.
- \* Students below second grade are encouraged NOT to ride a bicycle to school.
- \* Serial numbers of bicycles should be recorded in a safe place at home. The school assumes no responsibility for lost or stolen bicycles.

Students who break these rules will not be allowed to ride bicycles to school.

##### **CELL PHONES:**

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students shall be permitted to have in their possession an electronic signaling device. All devices shall be kept out of sight and should not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. During the school day, electronic signaling devices, including but not limited to pagers, beepers, and cellular digital telephones must be turned off. Programming such devices to vibrate rather than ring does not fulfill the "off" requirements.

Notwithstanding the rules set forth above, cellular radio telecommunication devices may be used at any time to respond to or report an emergency situation.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If a school employee finds it necessary to confiscate a device, he/she may return it at the end of the class period or school day or choose to give to the site administrator who then will return the device to the student's parent/guardian.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to discipline in accordance with Board policy and administrative regulation.

#### DISASTER DRILL/FIRE DRILL RULES:

Students are instructed on how to protect themselves with mock crisis drills such as drop and cover in the classroom. Drop drills are conducted on a scheduled basis at each school and students are not given advance notice.

Monthly fire drills are held at each school. When a repeated bell is sounded at regular intervals, students are to stay in class until an all-class is given to exit the building. Once cleared to exit students to move in an orderly manner and go to the area designated by their teachers. Students are to remain outside until the all-clear signal is given. Students should never run or "horse around" during a fire drill. If a fire drill occurs while students are already out of their classrooms, students should never return to their classrooms, but should progress to where their class would normally meet.

#### DISASTER POLICY:

The staff at each School Site has developed a policy in case of a disaster within the community. In case of a disaster, students will be detained at the school until their parent or legal guardian checks them out. Students may only be released to parents or legal guardians. No exceptions.

There will be a fire drill on a monthly basis at Central Union School. Mock crisis drills such as "drop and cover in the classroom," "drop and cover on the playground," "intruder on campus," and "evacuation on campus." Drills will be conducted throughout the school year so students will have knowledge of how to protect themselves.

#### ENVIRONMENT (ADVERSE ) CONDITIONS:

When adverse environmental conditions such as precipitation, smoke, wind, airborne dust, or nearby defoliation/aerial spraying of crops exist at a school or worksite, the site administrator/supervisor shall take appropriate action to minimize exposure.

Individuals who have documented medical conditions which would be aggravated by such conditions should be allowed to remain indoors and/or avoid sustained rigorous activity causing an increase respiratory rate.

The decision to limit outdoor physical activity in such circumstances shall be determined by the on-duty site administrator/supervisor with the use of the San Joaquin Valley Air Pollution Control District "Daily Air Quality Forecast".

Students will be allowed to use a school phone only when given written permission by a teacher or verbal permission by a member of the office staff. In addition, parents are asked not to call the school and ask to speak to their children or have us deliver non-emergency messages to their children.

#### GIFTS TO STUDENTS:

Please do not have balloons, flowers, or other gifts delivered to individual students while at school. Although the parents' intent to acknowledge a special day in their child's life is appreciated or to wish their child well in some endeavor, it must also be recognized that this practice has an adverse impact in the school setting. For example, such items result in a kind of status symbol for those receiving them. This places pressure on other parents to do the same for their children, which will, of course, lead to the escalation of this practice. As this type of activity increases, there may be negative effects socially for the children whose parents do not wish to or are unable to send such items to school. Due to this concern and the fact that it causes a certain amount of disruption to the educational environment, such items, if delivered, will be held in the office and given to the child at the end of the day.

#### HOMELESS CHILDREN:

The Central Union School District recognizes its obligation to ensure that homeless children have access to the same free and



appropriate public education provided to other children within the District. The District shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

The District will provide transportation for a homeless student to and from a District school of origin when the student is residing within the District and the parent/guardian requests that such transportation be provided. If the student moves outside of District boundaries but continues to attend this District's school of origin, the Superintendent or designee shall consult with the Superintendent of the District in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

#### MANDATED REPORTING OF CHILD ABUSE AND NEGLECT:

In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4) all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

#### MONEY ON CAMPUS:

In assisting to maintain a safe school environment and for the safety of all children, students should limit the amount of cash that is carried to school to a reasonable amount needed for a school activity.

#### STUDENT DROP OFF GUIDELINES:

Please follow the guidelines as you drop off and pick up your children from school. The student drop-off areas are often crowded and can create a safety hazard. It is dangerous to have students moving across traffic as they get into or out of automobiles. Please use the specific drop-off areas to maximize safety for your children.

Parents are reminded to never park in a parking spot designated for a specific vehicle, such as a bus zone or a handicapped space, unless their vehicle qualifies. Also, please refrain from double parking or leaving your vehicle running and unattended. Around parking areas, students should always remain on sidewalks and out of the general parking lot driveways. Instruct your children to use sidewalks and to NEVER CROSS THE STREET WITHOUT AN ADULT.

A school employee oversees the parking lot duty each morning. Please follow the rules that have been established for the safety of the students:

- Pull into the parking lot and up towards the student drop off location.
- Have your child walk directly to the side fence or the student access gate and out of the parking lot area immediately.
- Drive slowly and safely while on the school grounds and near the neighboring area.
- Follow the directions of our school personnel assigned to the parking lot for the safety of our students.
- Those who arrive early don't fight the last minute rush in the parking lot.

#### PETS:

For student safety, NO DOGS or other animals are allowed on campus, unless authorized by the school administration.

#### PLAYGROUND RULES:

1. Students are to line up at the playground equipment and take turns when more than one student is using the equipment.
2. Students are to report problems to the adult on duty.
3. Students are to keep hands and feet to self at all times.
4. Students playing in the sand boxes are not to throw or remove sand from the boxes.
5. Students are to return equipment to the room from which it came.
6. Students are to stop whatever activity they are involved with when the bell rings. At that time they are to walk to class or their line.
7. Upper grade students are not to be at the primary drinking fountains or in the corridors by the primary rooms. Upper grade students are not to use the primary restrooms.
8. Students are to stay out of the hallways and inner courtyards during recess except when they are en route to the restroom

or if they are called to the office.

9. Students are to swing forward and back, no twisting or jumping from swings.
10. Tag is not an acceptable school game at any time.
11. Students are not to throw bark, rocks or dirt.
12. Hardballs are not allowed before school, during recess, or after school.
13. Students are to be in the correct Play Zones for their grade level and engage in the appropriate activities for each zone.

#### SEXUAL HEALTH INSTRUCTION

The district's educational program provides students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program also promotes understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family. The district's sexual health instruction is governed by Education Code 51930-51939.

Annually, parents/guardians shall be notified, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity.

All public elementary, junior high, and senior high school classes that teach sex education and discuss sexual activity shall emphasize that abstinence from sexual activity is the only certain way to prevent unintended pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome (HIV). All materials and instruction in classes that teach sexual health shall be age appropriate.

The district's sexual health instruction is outlined in Administrative Regulation 6142.1, which can be found on the District's website.

#### TELEPHONE USE:

To discourage forgetfulness and poor planning, student telephone calls are limited. The office is the workroom for the school principal, assistant principal, secretaries, and nurse. Phones in the office are for school business.

Students will be allowed to use a school phone only when given written permission by a teacher or verbal permission by a member of the office staff. In addition, parents are asked not to call the school and ask to speak to their children or have us deliver non-emergency messages to their children.

#### UNIFORM COMPLAINT PROCEDURE:

The Central Union School District recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

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

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

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and mis-assignments

### **SCHOOL BREAKFAST /LUNCH PROGRAM AND CAFETERIA GUIDELINES**

#### **CAFETERIA:**

Central Union School District recognizes that adequate, nourishing food is essential to student health, development, and ability to learn. All children will receive free breakfast and lunch meals that meet USDA requirements.

School menus are sent home monthly and are subject to change without notice. Monthly menus are also posted in the classroom, in the cafeteria, and on the district web page located at [www.central.k12.ca.us](http://www.central.k12.ca.us).

Students wishing to eat in the cafeteria MUST exhibit courteous and proper behavior. Good table manners should be exhibited. Students may talk quietly to the people next to them. Shouting or talking from one table to another is unacceptable. The floor and tables should be free of litter before students are excused for lunch recess. Students may be called back to the cafeteria to clean up their area.

Students who regularly go home for lunch will be provided a form for a parent or guardian to sign. This form will allow school employees to know if a student should leave campus during lunch. Permission to go home for lunch may be granted with a written note for the student who only leaves school on an occasional basis. Students must sign in and out in the office. Students are NEVER to go to another student's home, to McDonald's, or any other place during a lunch break unless under the direct supervision of their parent or guardian. Inter-district and intra-district students may not leave campus for lunch unless a parent or guardian checks them out.

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

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

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

(1) mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

## **STUDENT ACTIVITIES AND CLUBS**

### **EXTRA-CURRICULAR & CO-CURRICULAR:**

Provided that funds are available a comprehensive extra-curricular program is provided for students at all School Sites. Not every activity is available at both schools, but most are. Programs may be added or deleted and are subject to change. These activities are an integral part of the total educational program. Participation in the extra-curricular program is encouraged. It is a school goal that 100% of the students in grades 4-8 participate in at least one extra-curricular activity.

No student shall be prohibited from participating in extracurricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

### **CODE OF PARTICIPATION:**

In addition to providing a variety of exploratory and enriching learning experiences for students, co-curricular and extra-curricular activities are also important in building character and shaping attitudes. When students elect to participate in an co-curricular and extra-curricular (i.e. chorus, sports), they must recognize that they have assumed certain responsibilities and obligations to the coach or advisor, to the other members of the activity, and, certainly, to themselves. The school allocates considerable resources in terms of time, money, energy, and personnel in an effort to provide quality extra-curricular programs for its students. In turn, students are encouraged to participate and expect quality participation from those who take part in the activities.

The Central Union School District recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. Our Schools encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

No student shall be prohibited from participating in extracurricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

To be eligible to participate in extracurricular activities, students in grades 4 through 8 must demonstrate satisfactory educational progress in previous grading period including but not limited to: (Education Code 35160.5)

#### **Scholarship Level (academic eligibility)**

- Students will be eligible for participation in athletics provided that the student has maintained a grade point average (GPA) of 2.0 in core subjects with no more than one F, both academic and non-academic, during the trimester before the scheduled event/activity (i.e., dances, student council, sports).
- In addition, the student is expected to maintain his or her academic standing during the trimester. This will be monitored via midterm grades. Should any student receive an 'F' in more than one of the subjects, the student will be considered ineligible and removed from the sports team.

#### **Citizenship Eligibility**

Students will be eligible for participation in athletics provided that the student has:

- received no more than 9 discipline tickets
- no more than 2 days of suspension
- no more than 2 Saturday School assignments for disciplinary reasons
- Should a student meet one or more of the stipulations listed above, he or she will be considered ineligible

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Most students can only succeed in one extra-curricular activity at a time. It is not the policy of the school to limit a student to only one activity at a time. Students, parents, and teachers should work together for the greatest benefit to students on an individual basis. Students should agree to the following stipulations.

1. All 4-8 students will maintain a satisfactory level of scholarship and demonstrate satisfactory behavior and citizenship.
2. The student is expected to abide by the practice, meeting, or rehearsal schedule established for the activity. Certain absences or tardies may, of course, be excused as with classroom attendance. The participant, however, has the OBLIGATION to clear these with the teacher in charge of the activity. Failure to do so is grounds for disciplinary measures.
3. The student is expected to participate in the activity in a positive manner. That is, the student is to show proper conduct, strive to learn and grow in his/her abilities or skills, and contribute to the group effort to the best of his/her ability.
4. The participant is expected to respect and properly care for all property and/or equipment issued in conjunction with the activity. This is especially pertinent to members of athletic teams who are issued uniforms. Students who negligently lose or cause UNDUE damage to such school property will be charged for its repair or replacement.
5. The participant will not arbitrarily or unilaterally quit an activity. We expect parent cooperation on this issue.
6. Normally, there is a one-week grace period during which the student may join an activity and decide if he/she wishes to continue. A student may drop the activity during that time with no conditions. After that time (after the "cut"), the student may drop the activity only after consultation between the parent and the teacher.
7. In certain circumstances administration may choose to use this criteria for certain activities/events on an as needed basis.

#### ATHLETIC PROGRAMS/TEAM INSURANCE:

Provided that funds are available and other schools have grade-level appropriate teams, each school site may provide an interscholastic athletic program in which their teams compete with other elementary schools in the area. The goals of the athletic program are (1) to teach and develop proficiency in the skills associated with each sport, (2) to develop the personal qualities of discipline, commitment, and sportsmanship associated with being a member of a team and (3) to recognize that EXCELLENCE only comes through effort and the desire to BE THE BEST THAT YOU CAN BE.

All eligible students in the grades indicated above are eligible to try out for the teams. All students who try out for track are usually able to participate. On the other teams, some students may not qualify after a reduction to make the team size manageable.

#### Fall Sports

Flag Football, Grades 6-8

Volleyball, Grades 6-8

#### Winter Sports

Basketball, Grades 6-8

#### Spring Sports

Track, Grades 6-8

Coverage is provided by SISC under Memorandum of Coverage subject to the policy's exclusion, definitions, conditions and other limitations and provides benefits for student injury during: regular classes, class trips, summer school and recreation, school sponsored activities on or off the school premises and school sponsored transportation. Student accident coverage is secondary to any other applicable health insurance available to the student. Medical payment limit is \$2,500.00, no applicable deductible. Coverage is included for athletic injury, except tackle football. The benefit period is 52 weeks and benefits are limited to usual and reasonable expenses unless specifically stated otherwise.

Tackle football is never allowed.

#### STUDENTS STAYING AFTER SCHOOL:

Students, who are involved in regular after-school activities must be under the direct supervision of a school employee.

\* A teacher may request that a student remain after school for additional tutoring or other reasons. This will be with parent knowledge and permission if it exceeds ten minutes.

\* Siblings are not allowed to wait for their brother or sister who is in class or is involved in extra-curricular activities. There are no means of providing supervision for these siblings.

\* On game days, all students who are not part of a school team are to leave for home immediately at the regular dismissal time.

Non-participating students may remain after school to watch the game only if they are under direct supervision of an adult.

#### SPECTATOR CODE OF CONDUCT:

Spectators are an important part of athletic events. They should, at all times, reflect high standards of support and good sportsmanship as indicated by the following.

1. Spectators should respect officials, coaches, and participants and extend all courtesies to them as guests in the community.
2. Enthusiastic and wholesome cheering is encouraged. Booing, stamping of feet, disrespectful remarks and/or cheers or yells is discouraged and considered unsportsmanlike.
3. Bells and noisemakers of most any kind are acceptable for outdoor events, but not for indoor events. Noisemakers must not interfere with the various activities, so whistles are for officials only.
4. When a class watches a game, they are to sit together under the supervision of a teacher.

#### STUDENT COUNCIL:

Students learn the fundamentals of student government through Student Council. Students elect the following officers: president, vice-president, secretary, and treasurer. Students wishing to run for election must complete an application and secure teacher and parent approval in order to have their names placed on the ballot. Each homeroom in grades 4-8 selects two representatives to serve as council members. The Student Council takes an active role in sponsoring and planning various student activities, enhancing communication between the students and the staff, and conducting fund-raising activities for the benefit of the students.

#### FUNDRAISERS:

Student council must approve all fundraisers that fall under the student council jurisdiction. It is the school's policy that individual students do not bring personal fundraisers to school or items/candy to sell.

### **SCHOOL-WIDE BEHAVIOR EXPECTATIONS**

#### BEHAVIOR:

Students are responsible for good behavior while at school. There are classroom rules and playground rules, which must be followed. Should a student choose to break the rules, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within this handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. Be sure to review this Conduct Code with your child. It is important that the student knows the consequences of his/her behavior.

#### STUDENT CODE OF CONDUCT:

The general function of the public school is to prepare youth for positive citizenship in a democratic society. A strong academic program is essential to citizenship development, but intellectual training, which ignores moral values, is useless to either society or the individual.

Human behavior has always required intelligent control and restraint both from without and from within the individual.

Whenever these restraints or controls are ignored, society breaks down or the individual is in conflict with society.

Habits of correct or acceptable behavior are learned. As in all learning, growth is based upon insight and understanding.

The best discipline, therefore, is that which the students understand and will accept.

The number of rules does not determine the effectiveness of student control. Democratic society depends upon a self-disciplined citizenry.

Every effort will be made to prevent discipline problems from occurring. Teachers and administrators will be constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

A lack of follow-through on assigned work (whether homework or class work) is a motivational problem to be solved by the student, the teacher, and the parent. Care should be taken to determine the reason a student does not complete assigned work. The aim of the Central Union School District is to address the cause, not the symptom. A student with good self-discipline does complete his/her assignments. A student who does not complete his/her assignments frequently exhibits frustration and/or boredom. A student who chooses to use work time for inappropriate behavior can expect to have discipline problems.

A well-disciplined student body reflects the efforts of the entire staff. The administration can establish a conduct code consisting of rules and procedures but unless it is meaningful in purpose and understood and respected by students, parents, and teachers, it can never be effective.

#### School Site Corrective Measures

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction. Alternatives include, but are not limited to, the following:

The following school site alternative may also be used with suspension or in place of suspension as listed.

1. Student Counseling
2. School Resource Office Contact
3. Parent conferences
4. School nurse intervention
5. School site change
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of the classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Campus Beautification
14. Loss of internet privileges or device
15. Saturday School
16. Suspension

Cumulative or excessive (15 or more) infractions, will result in site notification to the superintendent for consideration of additional alternatives or other measures.

#### SUSPENSION and EXPULSION

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

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

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

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Grounds for Suspension and Expulsion: Grades K-12 (Education Code Section 48900 and 48915)

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))



10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

#### Authority to Expel - Recommendation for Expulsion

Should a student violate one of the offenses outlined below, 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 determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

#### Mandatory Recommendation for Expulsion

Should a student violate one of the offenses below, the principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the student for any of the following acts below committed 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 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. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

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.

#### Infractions and Probable School Responses

The following list of infractions contains the more frequently encountered student violations, which occur in the school setting, but is not intended to be exhaustive. For each enumerated infraction, there is a list of remedial, corrective, or disciplinary actions, which shall be considered by the school, however, the school shall not automatically invoke each or all steps nor shall the school be restricted to the use of those steps enumerated. In addition to single infractions resulting in a recommendation for expulsion, a student who earns a combination of fifteen (15) tickets in a given school year will be recommended for expulsion.

The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction.

