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Welcome Back

Welcome to the 2017/2018 school year. We are looking forward to another fantastic year filled with learning and fun. As a parent, I would like to thank you for entrusting us with your children and giving us the opportunity to work together to provide a quality education. As a staff, we have made the commitment to continually working to inspire every student to care, think, achieve and learn.

Working together is a key element in any successful education program. On behalf of the Mission Crest teachers, I would like to extend you an invitation to visit and/or volunteer in your child's classroom. We encourage you to get involved at Mission Crest this year. There are many opportunities for involvement whether it is in the classroom, library, or in our parent center. Your contribution to our school is needed and greatly appreciated. Please give us a call or stop by the office, and we will be happy to discuss volunteer opportunities with you. If you have not turned in your 2017/2018 volunteer form, please do so as soon as possible. Additional forms are available in the office.

Make sure to read this handbook carefully as you will find useful information regarding school policies, procedures, and programs. Please store it in a safe place as it is an excellent tool that can be referenced as needed throughout the year. If you have any questions regarding the information in this handbook, please feel free to contact the office.

Thank you in advance for taking the time to review this handbook with your family. Our partnership is critical for Mission Crest to continue to be a school that we are proud to be a part of.

We look forward to a great year!

Mr. Plescia
Principal

OFFICE HOURS AND MESSAGES

The Mission Crest office is open Monday through Friday from 7:00 to 3:00. The office staff is prepared to assist with your questions during these hours. Our office staff is able to handle most requests themselves, and can refer you to the teaching staff or administration as needed.

ARRIVAL TIME

For the safety of your students, we ask that families **not** arrive to campus before 7am. Gates are opened promptly at 7am. At this time Mission Crest staff is actively supervising all student entrances. Students must enter through designated student entrances only.

COLLABORATIVE WEDNESDAYS

Every Wednesday, students are dismissed early. The dismissal time on Wednesday is 12:45. This is to provide time for our teachers and other staff members to work together to help increase the overall effectiveness of our educational programs. Please remember that this occurs EVERY Wednesday, and that dismissal is almost an hour earlier.

ATTENDANCE

Student attendance is essential for academic progress. Students with excessive absences do not make adequate progress. If your student is absent, please send a written excuse or contact the school office to verify the absence. Ten (10) excused absences is considered to be excessive. Education Code Sec. §48260-Any pupil subject to full-time education or to compulsory education who is absent from school without valid excuse more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district. Students with excessive absences will be invited to meet with our Student Attendance Review Board. The purpose of the meeting is to discuss the consequences of being absent or tardy to school. Consequences for not attending school could include monetary fines to be paid by the parent.

TARDIES

Here at Mission Crest, the official school day begins at 7:28am. Any student arriving after that time will need to enter through the office and submit their name to appropriate office staff. As with excessive absences, students with excessive tardies will be invited to Student Attendance Review Board. Promptness to school teaches students the character trait of Responsibility which is essential for student success. **Positive attendance is a part of our Chargers Ignite program!**

EARLY SIGN OUTS

All students leaving school during the school day for any reason must be signed out in the office by a parent or guardian **before 1:30** Students returning to school later that same day must check back in at the office before returning to class.

The following is a description of all Dismissal options here at Mission Crest. Parents are requested to select one and adhere to all expectations for that option.

DISMISSAL PROCEDURES

To ensure student safety at dismissal time, staff members accompany students to their appropriate dismissal area as designated by parents or guardians. Remember, students are dismissed earlier on Wednesdays (12:45) A note from a parent is required if there is to be any

change in the normal pickup schedule. Phone messages and “Student Word” will not be accepted.

BIKE RIDERS

All bike riders **must** have a lock for their bike and wear a helmet as required by law. Traffic safety and respect for private property are to be observed at all times while riding to and from school. For student safety, it is recommended that bike riders are living within one mile of the school. Bike riders must have parent permission and get a bike pass from the school office. The pass has rider expectations on the back side and places for important information on the front. Students will be issued three warnings for rule violations. Bikes are to be taken directly to the bike cage each morning. The bike rack is in a locked part of the campus, however, the school is not responsible for stolen or vandalized bikes. Bike riders ride at their own risk.

NO SKATEBOARDS, SKATES, BIKES, OR VEHICLES ARE ALLOWED ON THE SCHOOL GROUNDS AT ANY TIME, INCLUDING WEEKENDS. (V.C. 21113)
ALSO, SKATEBOARDS AND SKATES CAN NOT BE RIDDEN TO SCHOOL

BUS RIDERS

All students who ride a bus are to use the same bus stop every day. If a temporary or permanent change of bus stop is necessary, the parent must send a note to the office so that records can be changed and a bus pass can be issued for the teacher and driver. Bus passes are issued during the first weeks of school and are required to board the bus in the morning and afternoon. If a student loses their pass, a temporary pass must be picked up from our office. We expect bus riders to follow all bus safety rules. We also expect students to behave properly at their bus stop. Bus riding is a privilege, not a right, and misconduct could affect the safety of all children. When you have a question or concern, please call the District Transportation Department at 760 244-4022. They do their best to take care of your concerns, or they will refer you to someone who can.

PARENT DRIVE UP PICK UP

All traffic safety laws are in effect for a school zone. Students designated for drive up pick up, will be escorted to the west side of the school. Parents will remain in their cars while following the established traffic pattern. Only students for car pick up should be at this dismissal area. **Walk up picks will be sent to Basketball Courts for Basketball pick up.**

BASKETBALL PICK UP

This option is for parents who wish to walk on campus and pick their students up. Students with this option will be escorted to the basketball courts. Once students are assembled, parents will be allowed on campus to pick up their student. As parents and students exit, there will be multiple staff members available to supervise as students and parents exit campus.

WALKERS

MUSCATEL AND INDEPENDENCE

Students living west of our campus are recommended to exit on Independence and students living east of campus should exit on Muscatel. Determine the safest route between your home and the school, using crosswalks. Establish time limits for a direct walk to and from school. Parents must send a note to the office if students are to walk to a different location. **For safety's sake, check often to be sure that your child is traveling directly to and from school.**

Remind your child never to talk to or accept rides from strangers, and encourage your child to tell you if anything happens on the way to or from school that makes him/her uncomfortable.

EMERGENCY CARDS

Each student is given a new emergency card every year so that parents can provide the school with current information regarding address, home and work phone numbers, and emergency phone numbers. Cell phone numbers are encouraged. The emergency numbers should be relatives or friends nearby who can care for the child in the event that a parent cannot be reached. Persons listed from “down the hill” may not be your best choice. Students will be released **ONLY** to persons named on the emergency card. In case of an emergency, students will remain at school until an authorized person arrives. Any changes of address, phone number, etc. must be reported to the office in writing as soon as possible.

DIVORCE/CHILD CUSTODY

If your child(ren) has special or unique custody or visitation arrangements, it is most important that you bring this to the attention of the office staff. A copy of the “Order to Show Cause” document or final divorce papers should be given to the office. California State Law allows both natural parents of a child to pick up that child from school unless court documents state otherwise. Please understand that without specific court documents to the contrary, the non-custodial parent **may** sign out and remove the child from school.

PHONE MESSAGES

For the protection of our students and at the advice of the Police Department, **phone messages are not acceptable for making a change in how a student gets home from school.** “Student word” is also unacceptable. The only ways for a student to be dismissed other than what is originally agreed upon is by written request, the parent coming to school in person or by using a parent created password. Contact our office for more information on this service. In order to avoid classroom and office interruptions, students may use the phone only in an emergency. We ask that messages from home be kept to an absolute minimum, and limited to true emergencies.

CELL PHONES

Students are allowed to have cell phones at school. All student cell phones are to be “**off and away**” during school hours unless there has been a natural disaster. Students who choose to bring cell phones to school, do so **at their own risk**. Mission Crest is not responsible for lost or stolen phones. Cell phones not “off and away”, or in use on campus will be confiscated and must be picked up by a parent.

MEDICATION AND INSURANCE

If your child has a medical condition which requires medication, please inform the school. If at all possible, medications should be given at home. **Students may not carry medications at school.** This includes over the counter medications as well. The office can not give any medication to a child without a permission slip signed by a parent and physician. Permission slips may be obtained in the office. Also be advised that the school does **not** provide medical insurance coverage for school accidents. This means that parents are responsible for medical bills if your child gets hurt during school activities. Low-cost insurance is available through the Healthy Families Program. Call the Health Office for further information.

IMMUNIZATIONS

Parents of sixth grade students should be advised that before entering middle school students will need to receive the Tdap vaccine.

BREAKFAST AND LUNCH PROGRAM

Breakfast and lunch service are available. Students may also bring lunch from home. Free and reduced meals are available to those who qualify. Applications are available in the Mission Crest front office or you can apply online at our HUSD website. Cost for nonqualifying students is \$1.50 breakfast and \$2.50 lunch. Breakfast service is 7-7:30.

All students will be assigned a lunch number to enter into the cafeteria's student tracking system. The tracking system keeps track of each child's account. Parents may also put money on their student's account to be taken out whenever the student has hot lunch.

TEXTBOOKS, LIBRARY BOOKS AND PERSONAL PROPERTY

Mission Crest Elementary and Hesperia Unified School District are not responsible for stolen or lost items. Personal items, such as toys, trading cards, personal electronic devices are not permitted on campus. Students who choose to bring cell phones, tablets, laptops or other multi-media devices do so at their own risk. Students are responsible for textbooks and library books issued to them during the year. All lost or damaged books must be paid for by the student before additional books will be issued.

HOMEWORK

The purpose of homework is to apply, reinforce, and extend the skills and concepts learned during classroom instruction and to develop a sense of self-discipline, personal responsibility, and the ability to study independently. In order to give students an opportunity to develop various kinds of skill, teachers will give many types of homework assignments, some of which may not be written work. Reading is one activity that will be assigned. Other assignments may include collecting information, conducting interviews, or doing research. Homework is assigned on an average of four days per week. Recommended length of homework by HUSD School Board (AR6154) K-3 half an hour and 4-6 is one hour. Teachers may use their discretion to vary both the length and frequency of homework in order to meet the needs of the students. Your child's teacher will inform you about the homework policy in his/her classroom and provide you with ways you can help your children at home. Parents should consult their child's teacher whenever there is a question about homework.

INDEPENDENT STUDY CONTRACTS

On those occasions when a family emergency or vacation occurs lasting longer than 5 or more days during the regular school session, parents should request an Independent Study Contract (ISC) for those days so that attendance credit is earned. Prior notice is necessary for this. Please contact the school attendance clerk before the absence so that the study packet can be prepared for you. Credit is given only when the packet has been completed to the satisfaction of the classroom teacher.

DISTRICT PROMOTION POLICY

All students must meet state and district proficiency standards each year in order to be promoted to the next grade. Your child's teacher will explain the standards to you. Through parent conferences and meetings as needed, the classroom teacher will keep you informed of your student's academic progress. If needed, the teacher, parent, and student will develop a remediation plan to help the student each the standards. Strategies may include summer school or after school tutoring.

HUSD does not have 6th grade promotion. Though this is a noteworthy milestone, we as a district have made the decision to reserve such recognition for our Senior High Schools.

REPORT CARDS AND PARENT-TEACHER CONFERENCES

Report cards are prepared twice per year at the end of each semester with progress reports sent at the end of each quarter. In addition, teachers may meet with parents periodically to discuss student progress. It is our intent to schedule a formal conference with each parent once a year. These conferences can prove very valuable in helping us work with your child and in providing you with information concerning his or her school progress. Please make every effort to attend these conferences. Additionally, teachers are available in the morning 7:00 to 7:25 for phone conferences or scheduled conferences with parents. Due to staff committee meetings and classroom preparation, it is recommended that conferences be scheduled in advance. Teachers are not able to meet with parents during instructional hours.

COMMUNICATION

At Mission Crest Elementary, we do our very best to inform the home about schedule changes and calendars. Please look out for messages brought home by your child almost every Monday in our *Monday News Folder*. The Mission Crest newsletter, "Lightning Strikes" will be published and sent home at least once every two months. It contains many helpful and informative articles as well as a calendar of events. Most classrooms provide weekly or monthly updates for parents about classroom activities and student progress. Do not hesitate to call whenever you're curious about a meeting or other activity. We also frequently update our website which can be found at: <https://sites.google.com/a/hesperiausd.org/mission-crest/>. We also have a Facebook page which can be found at: <https://www.facebook.com/pages/Mission-Crest-Elementary-School/471078186333132>. You can also check the reader board on the front of the school for current events and information. Last, we will frequently send out automated phone calls to notify you of events and information. Please make sure the office has your most current phone number on file.

DISASTER PREPAREDNESS

The Mission Crest staff works throughout the year preparing themselves and the students to be ready in the event of an earthquake or other emergency. Fire and earthquake drills are scheduled throughout the year to practice emergency procedures. In the event of an emergency, we provide our students with the basics. Students are encouraged to bring an emergency kit from home. These are kept in the classroom and given to students in the event of an emergency. The classroom teacher has more information on the emergency kits. Please be sure to let the office know whenever there is a change in your home, work, and/or emergency phone numbers.

Some suggestions for home safety are:

1. Prepare your family for an earthquake or other emergency by talking about what to do, what not to do, and where to meet in an emergency situation.
2. Prepare an "Earthquake Kit" for your family. The school or the Red Cross can help you obtain information.

TRANSFER POLICY

The purpose of an intradistrict attendance agreement (transfer) is to provide parents with choices in selecting the schools that their children may attend within the district's boundaries. The site administrator of the school of choice must approve the agreement. Requests for intradistrict transfers will be accepted unless it would cause the school to exceed the class size average limits established by the California Education Code. Transportation to and from school shall be the sole responsibility of the parent. Parents wishing to submit applications for admission to their

school of choice must do so during an open enrollment period. The open enrollment period shall be announced by March 1 for the following school year. Other dates for enrollment during the school year will be available in the school office. Should the number of applications received exceed the space available at the school. Students are admitted on a first come, first serve basis by grade level.

STUDENT DRESS CODE

Students should be dressed and groomed in a manner which will not interfere with or detract from the academic process nor create a health or safety risk for any student. Students must observe the District's K-12 Dress Code Policy:

Dress and Grooming

Local law enforcement officials indicate that certain types of *dress and colors* contribute to gang association and violence. Students wearing gang attire become targets for violence even though they are not gang members. In addition, the baggy, oversized clothing now identified as gang related, presents a safety hazard since it allows students to more readily conceal dangerous objects such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as unacceptable dress:

- **Clothing, jewelry, and personal items that a student has including notebooks, folders, book covers, magazines, drawings, pictures, fanny packs, gym bags, water bottles, backpacks, or any other item that disrupts the instructional process.**
- Hats other than unaltered school approved hats (properly worn) Hats should be plain or any HUSD hat. Hats, caps and other head coverings shall not be worn indoors unless they are worn for religious or medical reasons. Plain beanies can be worn in winter.
- **Hair colors or styles that are disruptive to the learning process are not allowed**
- **Oversized clothing such as shorts, pants, coats, etc. Pants or shorts must fit at the waist.**
- **Items that promote hate, intolerance or violence**
- **Unsafe jewelry and accessories, including wallet chains and belts hanging from the waist**
- Garments shall be sufficient to conceal undergarments at all times.
- **Clothing with profanity is not allowed.**
- **Clothing that is too tight, revealing or sexually provocative is not allowed**
- Students may be allowed to wear Bermuda shorts, walking shorts, or shorts of this type within the following guidelines:
 - Shorts must be hemmed and straight legged.
 - The length of the shorts must be within the bounds of decency and in good taste as appropriate for school. The shorts length shall not be shorter than the end of the extended fingertips.
 - Short shorts are not to be worn at school.
 - Shorts that do not meet these criteria are not allowed.
- **No clothing with pictures, insignia or brand names for controlled substances, tobacco or alcohol**
- **Bandannas**
- **Unsafe footwear including house slippers. Additional footwear requirements may be imposed on students in specific classes such as: physical education, science and shop.**
- **Flip-flops**
- **Sandals must cover the toes and have a back strap. No shoes with skates in them.**
- **•Raiders, Dodgers and Kings clothing, “LA” and “Skin” labels, and any additional articles of clothing or accessories identified by the HUSD School Police Department as being gang or hate group related will be forbidden on campus or any other school function or activity including sporting events**

- College logo apparel is permitted as designated by school's policy.

When students violate the dress code, a parent will be contacted and may be asked to bring appropriate clothing to school. If we are unable to reach a parent, the student will be loaned a suitable garment or be asked to turn the article of clothing inside out for the day (if appropriate). Thank you for your support in following our dress code and for helping us provide a suitable learning environment.

Legal Reference:

ADMINISTRATIVE CODE, TITLE 5

302 Pupils to be neat and clean on entering school

ADMINISTRATIVE REGULATION REVISED: **12/11/2006**

HESPERIA UNIFIED SCHOOL DISTRICT
Students

BP 5132

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive *and safe* learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing *and possessions* must not present a health or safety hazard or a distract

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity. The dress policy is applicable to all of Hesperia Unified School District's functions and activities.

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

Legal Reference:

EDUCATION CODE

35183 School Dress Codes; Uniforms

48907 Student Exercise of Free Expression

49066 Grades: Effect of Physical Education Class Apparel

CODE OF REGULATIONS, TITLE 5

Pupils to be neat and clean on entering school

Hartzell v. Connell (198) 35 CA: 3D 899

Arcadia Unified School District v. State Department of Education 92 Daily Journal, D.A.R. 3578

SCHOOL RULES

NO WEAPONS OF ANY TYPE ARE ALLOWED ON CAMPUS AT ANY TIME, OR WHILE GOING TO AND FROM SCHOOL. THIS INCLUDES TOYS THAT RESEMBLE WEAPONS.

NO ALCOHOL, TOBACCO, OR ANY CONTROLLED SUBSTANCES ARE ALLOWED ON CAMPUS AT ANY TIME, OR WHILE GOING TO AND FROM SCHOOL

This year, Mission Crest Elementary School is a S.W.P.B.I.S. school. S.W.P.B.I.S. (School-Wide Positive Behavior Interventions and Supports) is a research-proven framework for improving behavior in the school setting. It is a systematic and proactive approach to explicitly teaching all students behavioral expectations and reinforcing those expectations with positive interventions. The ultimate goal for Mission Crest is to encourage and maintain a positive learning environment for our students.

B.O.L.T.

Be Safe, Respectful, and Responsible

Own your actions

Lead Positively

Think about others

CHARGERS IGNITE

This program is designed to promote academic success and enforce school rules. In order for students to earn Chargers Ignite he or she must:

1. Complete 90% of homework
2. Complete 90% of classwork
3. Not miss more than **2** days of school per quarter. Students must not have more than three, 10 minute tardies and/or early outs per quarter.
4. Have no referrals to the office and behavior in accordance with teacher's discipline plan.

Students who accomplish these tasks each quarter will be rewarded with the following items:

1. 45 minutes out of class at an event
2. A custom designed Mission Crest dog tag

Students earning 4 out of 4 Charger Ignites in a year, earn special recognition during our end of year awards celebration.

Mission Crest School Wide Behavior Intervention Plan

Mission Crest’s school-wide Behavior Intervention Plan has been developed in order to provide a safe and orderly environment where teachers can teach and students can learn. Our goal is to nurture self-esteem as we help students to learn to make good behavior choices, become self-disciplined, and responsible for their actions. **This is intended to be a guideline. Each discipline case is unique and will be treated as such.**

Minor Behaviors will be addressed and handled by the teachers/staff.	Progressive Intervention Steps to Be Taken
<ul style="list-style-type: none"> ➤ Violation of classroom rules ➤ Unauthorized food, gum, etc ➤ Disrespect to fellow students ➤ Inappropriate items(toys, cards, items from home) ➤ Failure to line up when bell rings ➤ Dress Code violation ➤ Lying, Cheating ➤ Unacceptable Language ➤ Continually unprepared for class ➤ Rough Play ➤ Violation of Cafeteria Rules ➤ Communication Devices ➤ Disruption ➤ Misuse of Technology ➤ Unsafe Behavior (running in hallways, throwing objects without the intent of hurting others, crawling on floor, tripping, pushing, shoving) ➤ Refuse to serve detention ➤ Violation of Playground rules (playing football, hitting play balls after bell rings, jumping off the swings) 	<p>Offenses which primarily affect only the individual student and will usually result in time out to another classroom, detention, or parent contact</p> <p>Documented reteach/Model (mini-lessons) for desired behavior Warning Time Out Refocus Loss of Privilege Student Conference with teacher Detention Documented Parent Contact by teacher Check and Connect Repeated offenses over time will be treated with progressive consequences.</p> <p>*Before an office referral for level one behavior, there must be documented use of at least 3 interventions to include parent contact.</p>
Major Behaviors will be referred to the office to be handled by the principals. Must have a written behavior referral.	Progressive Intervention Steps to Be Taken
<ul style="list-style-type: none"> ➤ Repeated violations of Level One Behaviors (with documentation and parent contact) ➤ Cause or threaten to cause bodily injury to another (fighting, throwing objects) ➤ Possession of dangerous item ➤ Damage to school or private property ➤ Profanity, obscene language or gestures toward student or staff ➤ Blatant disrespect/defiance to authority ➤ Extortion ➤ Racial Slurs ➤ Harassment/Threats/Bullying ➤ Offensive conduct/sexual harassment ➤ Stealing/Possession of stolen property ➤ Controlled Substance ➤ Leaving Class without permission ➤ Public Display of Affection 	<p>Serious offenses that cause a disruption to the learning environment. Disciplinary action may be in-school suspension or out-of-school suspension. Major offenses will receive the most severe disciplinary action of out-of-school suspension.</p> <p>Parent contact and conference Loss of recess(multiple days) Referral to Discipline Office In school suspension Out of school suspension Behavior Contract (Reflection) completed with Parent Check and Connect Student Study Team</p>

MISSION CREST'S PROFANITY POLICY

In order to maintain a respectful environment profanity will not be tolerated on campus. Profanity can include but is not limited to "cuss words", gender based comments, pretending to use inappropriate language, and racial comments. Teachers will contact home on each offense and administration will often follow up repeated offenses with a suspension. Consequences include: teachers contacting home, loss of recess, and/or suspension on a case-by-case basis. Profanity spoken directly to a teacher will result in suspension.

GROUNDNS FOR SUSPENSION AND EXPULSION

California Education Code specifically identifies student behaviors that can lead to a suspension. It also identifies the maximum number of days that a student may be suspended as well as the prior interventions that must, in some subsections, be employed before suspension can occur. It is important to be aware that suspension is seen as a tool of last resort and not a first option. Suspension will be undertaken only when prior interventions have failed to bring about the designated change in student behavior and/or when the actions of the child pose a threat to his/her safety or the safety of others. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time including, but not limited to, any of the following: while on school grounds, while going to or coming from school, during the lunch period, during or while going to or coming from a school-sponsored activity. Outlined below are Education Codes 48900, 48900.2, 48900.3, 48900.4, and 48915 including the enumerated causes for suspension and expulsion.

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determine that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

Ed. Code 48900

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of such object, the pupil has obtained written permission from a certificated school employee, which is concurred with by the principal or the designee of the principal
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, any alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind and anything either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products that contain tobacco or nicotine including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined by Section 11014.5 of the Health and Safety Code.

- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. A pupil aids or abets as defined in Section 31 of the Penal Code, the infliction of attempted infliction of physical injury to another person.
- r. Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, a wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to, any of the following:
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network internet web site, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was being impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
1. While on school grounds.
 2. While going to or coming from school.
 3. During the lunch period whether on or off the campus.
 4. During, or while going to or coming from, a school-sponsored activity.

Ed. Code 48900.2 (Grades 4 - 12)

- Committed sexual harassment as defined in Section 212.5.

Ed Code 48900.3 (Grades 4 - 12)

- Caused, attempted to cause, threatened to cause, or participated in, an act of hate violence, as defined in subdivision (e) of Section 33032.5.

Ed. Code 48900.4 (Grades 4 - 12)

- Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either pupil or school personnel by creating an intimidating or hostile educational environment.

Ed. Code 48900.7 (Grades 4-12)

- Has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

MANDATORY RECOMMENDATION
FOR EXPULSION (Grades K - 12)

Ed. Code 48915 (A)

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off of school grounds.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense

for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Ed. Code 48915 (C)

1. Possessing, selling, or otherwise furnishing a firearm.
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 explosives

Bullying

Mission Crest has a **zero** tolerance policy for bullying. Please see the end of the handbook for district policy on bullying.

MISSION CREST DIRECTIONS FOR SAFETY

Hallway Procedures

Mission Crest is an indoor school. Because every classroom is inside one building, the noise level must be monitored and maintained in order to keep from disrupting learning in classes. To maintain safety and respect the instructional time of other teachers, students will walk keeping their hands to themselves. All voices will be at a very low level. Students will walk in a straight line, when moving as a classroom group. Following these procedures will ensure that our hallways are safe and the noise level does not interfere with the instruction of other teachers.

Playground Directions

- No food on the playground. Snacks must be eaten in the designated snack area.
- All games are open to anyone wishing to play.
- Follow all game rules, and use good sportsmanship at all times.
- Walk to designated line up area, after the bell has sounded or the signal is given by staff in charge.
- No playing, drinks, or using the restroom after the bell.
- No play balls should be brought from home.
- Football will not be played during any recesses.

Lunch Directions

- Lunches consist in two parts; 20 minutes to play and 20 minutes to eat.
- Use quiet voices while eating lunch in the MPR. If your voice can be heard at the next table, it is too loud.
- Use courteous table manners.
- No food exchanges.
- Sit at assigned table.
- Finish eating and clean up your area.

- Wait to be dismissed by staff in charge.

STUDENT RECOGNITION

There are many ongoing programs in the classrooms, the school, and the District to recognize and encourage student accomplishment. Positive achievement in both academics and citizenship is expected of all students. Students are encouraged to find their strengths and use these strengths to the best of their ability. Recognition occurs both spontaneously and formally – the Chargers Ignite program, Charger of the Week, Blue Slip Drawing notes and calls home, Character Ribbon Awards, perfect attendance awards, academic recognition, and special activities, among others. The purpose of all student recognition is to reinforce positive choices and actions, build confidence and independence, and enhance self-esteem.

SPECIAL EVENTS

In order for our students to participate in making decisions that affect others in positive ways, special events and service opportunities are planned and scheduled throughout the year. These events can include: Earth Day, Red Ribbon Week, Field Day, Family Night, Fall Festival, holiday food drives, community Blood Drive, clean-up walks, Literature Day, and many others.

YEARBOOK

Throughout the year, the staff records special events around the school with their cameras. These photos become part of the yearbook (and are often posted on the website). The yearbook is available for purchase, so that students can remember their days at Mission Crest Elementary. You will receive information when yearbooks become available in the spring.

MISSION CREST WEBSITE and FACEBOOK

The Mission Crest website at www.hesperiausd.org is a valuable resource for school events, staff information, educational information, student work, and many other interesting features. Visit often, and feel free to email with your thoughts and suggestions. You can also visit us on Facebook.

ASSEMBLIES AND FIELD TRIPS

With the support of the Mission Crest Elementary Parent Club sponsored school-wide fundraisers, selected assemblies will be provided to enhance the learning program. In recent years, assemblies have been successful and effective ways to provide important enrichment activities to all our students. If a field trip is scheduled, your child's teacher will inform you of the destination, day, and approximate time of departure and return. Teachers will contact parent volunteers to assist with the field trip by supervising students on the bus and in small groups during the trip. For safety and insurance reasons, private vehicles can not be used to transport students and additional children.

PARTIES

Classes may observe Holidays, National Events, and End-of-the-Year with a class party during the last hour of the school day. Teachers will contact volunteers to arrange needed assistance. Please contact the classroom teacher if you wish to bring treats for your student's birthday. For student safety, only "store bought" treats are permitted. Balloons and flower bouquets will not be delivered to a student's classroom. These special gifts are to be enjoyed at home and not brought to school.

LOST AND FOUND

Students are responsible for the safe and appropriate use of their school materials. Personal items, such as toys, trading cards, electronic games, etc. are not permitted at school. Please make sure that your child's name is on his/her jacket and lunch pail/bag. If items are missing, check with your child's teacher. Also, if your child comes home with "new" items, please give us a call to check. Articles found on school property are usually placed in the lost and found box located in the cafeteria. Labeling personal items can make it easier to return them if misplaced. **The school is not responsible for lost or stolen items.** Unclaimed articles will be donated to charitable organizations in December and at the end of the school year.

PARENT INVOLVEMENT

It is our belief at Mission Crest Elementary School that parental support and involvement in a child's education is an essential element for improving academic achievement. Studies have shown that parental direction, interest, and participation in the student's educational development affect performance, attitudes and school success. We at Mission Crest recognize that we can provide many opportunities for learning, but the crucial element that is needed is assistance from parents and families. There is no replacement for the support, encouragement, approval, and love that parents can give to their children. **(Refer to BP 6020 and AR 6020)**

VISITORS AND VOLUNTEERS

All visitors and volunteers must sign in at the office before entering the campus. Volunteers must register with the office annually. The approval process usually takes about one month. Volunteers may assist the teacher by providing service in the classroom, or working in our on site Parent Center. Volunteers without the necessary clearance will not be allowed to volunteer in our classrooms. Our Parent Center is open Monday through Friday. The Mission Crest Parent Liaison is available and has various tasks which can be completed in the Parent Center. Children are welcome in the Parent Center. Attendance at our yearly volunteer training is highly recommended before service in the classroom takes place. Important school policies and procedures will be shared at the training.

GUIDELINES FOR SCHOOL VOLUNTEERS (ADULTS)

1. Volunteers must be approved each school year, by the school board.
2. It is highly recommended that volunteers attend the yearly Volunteer Training.
3. Volunteers must adhere to the Mission Crest Dress Code.
4. Volunteers must sign in and out in the front office.
5. Prior arrangements should be made with the teacher before volunteering in the classroom.
6. Uninterrupted instructional time is valued in our school, therefore, we ask that you leave other children at home when you volunteer in the classroom. Parents are welcome to bring siblings when volunteering in the Parent Center.
7. Parent Volunteers do not have access to the staff lounge.

GUIDELINES FOR SCHOOL VOLUNTEERS (STUDENTS/MINORS)

1. All student volunteers must sign in and out in the front office.
2. All student volunteers must have a completed and approved volunteer form.
3. All student volunteers must have a prearranged, supervised place to work and eat.
4. Staff children must be under direct supervision of their parent or an identified staff member at all times, including before and after school.

5. Parents will be notified on an individual basis if their child (student volunteer) is disruptive or engages in behavior that is detrimental to the normal functioning of the school.
6. If complaints or problems regarding a student volunteer are not resolved, the privilege of volunteering may be revoked at the discretion of an administrator.
7. Student volunteers must adhere to the Mission Crest Dress Code.
8. The request to volunteer must be initiated by staff members, not by student volunteers. Student volunteers will be utilized based on the needs of the school.
9. Children of staff members must not interfere with the staff member's duties and responsibilities.
10. The staff lounge is off-limits to students of all ages during the hours of 7:00-3:30.

OPPORTUNITIES FOR INVOLVEMENT

School Site Council

The Mission Crest School Site Council is the elected body of parents and staff who oversee the planning, implementing, and monitoring of Mission Crest's School Based Plan. The SSC meets monthly. Specific dates will be announced early in the school year. All meetings are open to everyone. Your questions can be answered and your suggestions are welcome!

MCEPC - Parent Club

The Mission Crest Elementary Parent Club fundraisers support student programs such as assemblies, Field Day, awards recognition, library books and purchase of playground equipment. MCEPC meetings are scheduled by the Executive Board.

Mission Crest English Language Learner Advisory Committee (ELAC)

The Mission Crest ELAC meets quarterly on the third Friday of each Month. Please check with the Parent Center for exact times.

Annual Title I Parent Meeting

At this meeting, school-wide programs are discussed, programs are identified for students, and further strategies are developed to help students in all academic areas and with homework. This meeting occurs annually at Back to School Night and issues are also discussed at SSC meetings monthly.

Family Fun Nights

Parents engage in science, math and/or literacy activities with their children. Parents also participate in family reading and writing training sessions. The annual Scholastic Book Fair is available to make purchases of the latest children's literature books. Notification will be sent home with students prior to events.

Volunteer Program

Parents are welcome to volunteer time during the school day or during any of the after school activity programs. Here, they assist teachers in working with students in a variety of subject areas.

SPECIAL PROGRAMS

ASAP

Mission Crest's after school activities program, ASAP, begins from the end of the school day until 6:00 PM. The program is designed as an extension of the school day. Students will receive homework help and tutoring in needed areas from staff and/or ASAP leaders. Also offered are enrichment activities. Registration packets may be obtained through www.hesperiausd.org, www.hesperiaparks.com, or at the school office.

Title I

The School-wide Title I program is designed to provide remediation or support in reading, language, and math for students who score below the 35th percentile on the CST/STAR Test. Some of the remediation strategies provided by this program include the ExCEL Model, Computer Assisted Learning, Instructional Aide Assistance, Math and Reading Tutoring and additional learning materials available to students for use at home or at school.

There is also federal legislation that affects our school district and a parental option as a result of the legislation. In January, 2002, President Bush signed into law the No Child Left Behind Act, now commonly referred to as NCLB. The act is the most sweeping educational reform since 1965. NCLB redefines and greatly expands the federal role in K-12 education. It enacts changes at the state and local district levels, and it specifically targets the achievement gap between under-performing students and their peers. NCLB is based on three basic standards:

Emphasis on effective teaching
Stronger accountability for results
Expanded options for parents

NCLB specifically requires school districts to notify parents about the emphasis on effective teaching. Any district that receives federal funds must inform parents of their right to request information regarding the professional qualifications of their child's teacher. Parents may request the following information

- State credential criteria for grade level and subject matter taught by the teacher
- Emergency or other provisional status of the teacher
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher
- Services provided by paraprofessionals and their qualifications

The district must also notify parents when a teacher that is not "highly qualified" teaches their children for four consecutive weeks. This section of the handbook serves as notification that you have the option to request information about your child's teacher. If you desire to request this information, please contact the district office at 244-4411, ext. 235.

ELL

English Language Learners, students whose primary language is other than English, are provided with comprehensible learning opportunities in English while they develop their English proficiency. Some of the strategies provided include scaffolded classrooms, differentiated instruction, and the availability of bilingual staff to provide individual and small group support and the use of supportive learning materials in both English and the child's native language, if possible.

Student Study Team

The goal of the Student Study Team is to screen referrals of children thought to have special learning needs or behavior challenges that interfere with the student's education. The purpose of an SST meeting is to develop strategies to help the child be more successful in school and to meet proficiency standards. When you have a concern about your child, please discuss it with your child's teacher first. An SST meeting can be scheduled through the team if additional assistance is needed. The Student Study Team meets monthly with parents. When a meeting is scheduled to discuss your child, you will receive a letter in the mail informing you of the date and time.

SAI

Students who require extra help for specific learning disabilities are served through scaffolding with support from the special education teachers. The students are referred by the Student Study Team for interventions and possible assessment. If a learning disability is confirmed, a meeting is scheduled to discuss possible special program placement. Parents are involved and informed throughout the process by participating in all Student Study Team and Individualized Educational Plan (IEP) meetings. An IEP is developed for each student who is admitted to the RSP or SDC programs.

Speech Therapy

The speech therapy program is designed to identify and assist students with speech or language problems. Children with suspected problems are referred to the speech therapist for evaluation through the Student Study Team. Parents are well-informed throughout the process. If a problem is identified, the child will be placed on the therapist's schedule following an IEP meeting. The speech therapist is on campus weekly.

GATE/Enrichment

The Gifted and Talented Program is designed to provide challenging, enriched learning opportunities for students who have been identified for the program. We are meeting the needs of our GATE students daily through our ExCEL Model, which includes scaffolded classes and differentiated instruction. All 3rd grade students meeting basic GATE qualifications are given the opportunity to be tested each Spring. Additionally, Mission Crest has a "GATE/High Achievers" after school club for students in grades 4-6. These students meet after school for specific classes on various topics, during the school year. Instruction is provided by Mission Crest staff.

PLACEMENT FOR THE NEXT SCHOOL YEAR

All schools in Hesperia Unified School District operate their own scaffolding model. At Mission Crest this means that students are placed in academic groups for Reading and Mathematic blocks. ***Requests for next year's teacher are not taken for the following school year.*** Your child's current teacher along with a student placement team looks at each individual student and places students appropriately for both student and teacher success. Concerns may be addressed with the principal by appointment after the fourth week of school. Placement changes are rare and considered on a case by case basis

Change of Teacher Request

Class changes will not be made until after the 4th week of school. The procedures to request a teacher change are as follows:

1. Conference with the teacher
2. Meet with administrator
3. Request will be considered based on reason for requested change and current enrollment.

5. Parent will be informed by administration of the decision made. A waiting list process is in place.

PET POLICY

For the safety of our staff and students, please do not bring pets on school grounds before, during or after school. Any pets for “Show and Tell” purposes must have current required shots and Vet certification of good health. Approval must be obtained from administration and the classroom teacher.

BP 5131.2(a) Students

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

BP 5131.2(b)

BULLYING

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Informal, unwritten complaints of bullying or harassment raised by parents and/or students at the school site level, shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7.

Written complaints of bullying shall be investigated under the District's uniform complaint procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include, to the extent possible, documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Students shall be encouraged to save and print any messages that they feel constitute cyberbullying, whether to themselves or another student, and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations. Any employee who engages in bullying or retaliation related bullying is subject to discipline, up to and including termination.

BP 5131.2(c)

BULLYING (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

BP 5131.2(c)

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Web Sites:CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office for Civil
Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy: HESPERIA UNIFIED SCHOOL DISTRICT
Adopted: May 8, 2013; January 20, 2015
Revised: June 20, 2016

BP 5145.3(a)

Students

NONDISCRIMINATION/HARASSMENT

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

Discrimination/Harassment Prevention

District and school strategies shall focus on prevention of discrimination, harassment, intimidation and bullying by providing age-appropriate training and information to students and staff, including, but not limited to, the District's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention

Students are encouraged to notify school staff immediately of any incidents of discrimination, harassment, intimidation or bullying. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness incidents of discrimination, harassment, intimidation or bullying shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

The following position is designated to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the District's nondiscrimination policies:

BP 5145.3(b)

NONDISCRIMINATION/HARASSMENT

DIRECTOR OF STUDENT SERVICES

Any student that feels that he/she is being harassed, discriminated, intimidated or bullied should immediately contact a teacher, site administrator, or the Director of Student Services. In addition, any student who observes any such incident should report the incident to a teacher, site administrator, or the Director of Student Services, whether or not the victim files a complaint. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to a teacher, site administrator, or the Director of Student Services. The Superintendent or designee may also establish other processes for students to submit anonymous reports of discrimination or harassment. Complaints of discrimination, harassment, intimidation, or bullying shall be investigated immediately and resolved in accordance with site-level grievance procedures specified in AR 5145.7.

When a student is reported to be engaging in discrimination or harassment off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

The Superintendent or designee shall ensure that the student handbook clearly describes the District's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who witness or are subject to any such behavior. The District's policy shall also be posted on the District web site or any other location that is easily accessible to students, parents, and staff.

Discipline

Any student who engages in discrimination or harassment, on or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations. Any employee who engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including termination.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic program
51500 Prohibited instruction or activity

BP 5145.3(c)

NONDISCRIMINATION/HARASSMENT

Legal reference (continued):

51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief,
April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

HESPERIA UNIFIED SCHOOL DISTRICT

adopted: May 8, 2011; January 20, 2015
Revised: June 20, 2016

Hesperia, California

Students

AR 5145.7(a)

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of sexual nature.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexual suggestive objects.
11. Sexual assault, sexual battery, or sexual coercion. School-Level Complaint Process/Grievance Procedure

SEXUAL HARASSMENT

AR 5145.7 (b)

Complaints of sexual harassment, or any behavior prohibited by the District's Nondiscrimination/Harassment policy – BP 5145.3 and Bullying policy - BP 5131.2, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment, discrimination, or bullying or who has witnessed sexual harassment, discrimination, or bullying may file a complaint with any school employee. Within twenty- four (24) hours of receiving a complaint, the employee must report it to the Principal or designee at the school site. In addition, any school employee who observes any incident of sexual harassment, discrimination, or bullying involving a student shall, within twenty-four (24) hours, report this observation to the Principal or designee, whether or not the victim files a complaint. If the school employee receives the complaint on a Friday or a holiday, the employee must report it to the Principal the next business day.

In any case of sexual harassment, discrimination, or bullying involving the Principal to whom the complaint would ordinarily be made, the employee who receives the student's complaint or who observes the incident shall instead report to the Superintendent's designee.

2. Initiation of Investigation: The Principal or designee shall initiate an impartial investigation of an allegation of sexual harassment, discrimination, or bullying within five (5) school days of receiving notice of the sexually harassing, discriminatory, or bullying behavior, regardless of whether a formal complaint has been filed. The District shall be considered to have "notice" of the need for an investigation upon receipt of a complaint from a student who believes he/she has been subjected to sexual harassment, discrimination, or bullying, the student's parent/guardian, or an employee who received the complaint, any employee or student who witnessed the behavior, or any student, employee, or parent/guardian who filed an official complaint on the District's official complaint form. The District's official complaint form is attached hereto as Exhibit 5145.7.

If the Principal or designee receives an anonymous complaint or media report about alleged sexual harassment, discrimination or bullying, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, discrimination, or bullying, the Principal or designee shall describe the District's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing on the District's official complaint form. If the student requests confidentiality, he/she shall be informed that such a request may limit the District's ability to investigate.

4. Investigation Process: The Principal or designee shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary or appropriate action. (5 CCR 4964)

The Principal or designee shall interview individuals who are relevant to the investigation, including but not limited to, the student who is complaining, the person accused of sexual harassment, discrimination, or bullying, anyone who witnessed the reported sexual harassment, discrimination, or bullying and anyone mentioned as having relevant information. The Principal may take other steps such as reviewing any records, notes, or statements related to the sexual harassment, discrimination, or bullying complaint or visiting the location where the sexual harassment, discrimination, or bullying is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Principal or designee also may discuss the complaint with the Superintendent's designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and District legal counsel or the District's risk manager.

5. Interim Measures: The Principal or designee shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student sexual harassment, discrimination or bullying, when the student who complained and the alleged perpetrator so agree, the Principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Principal or if the complaint is sent to the Superintendent's designee may take into account:

- a. Statements made by the persons identified above.
- b. The details and consistency of each person's account.
- c. Evidence of how the complaining student reacted to the incident.
- d. Evidence of any past instances of sexual harassment, discrimination, or bullying by the alleged perpetrator.
- e. Evidence of any past sexual harassment, discrimination, or bullying complaints that were found to be untrue.

To judge the severity of the sexual harassment, discrimination, or bullying the Principal or if the complaint is sent to the Superintendent or designee may take into consideration:

- a. How the misconduct affected one or more students' education.
- b. The type, frequency, and duration of the misconduct.
- c. The identity, age, and sex of the alleged perpetrator(s) and the student who complained, and the relationship between them.
- d. The number of persons engaged in the sexual harassment, discrimination, or bullying conduct and at whom the sexual harassment, discrimination, or bullying was directed.
- e. The size of the school, location of the incidents, and context in which they occurred.
- f. Other incidents at the school involving different students.

8. Written Report and Findings and Follow-Up: No more than 30 days after receiving the complaint, the

Principal, or if the complaint is sent to the Superintendent's designee, shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause.

9. Appeal Process: An appeal process will be afforded to the complainant should he or she disagree with the resolution of the complaint filed pursuant to this policy. The complainant may appeal in writing to the Superintendent within five (5) business days. The Superintendent will review the complaint and any associated documentation and will render a final decision within thirty (30) days.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that sexual harassment, discrimination, or bullying occurred, the report shall also include any corrective actions that have or will be taken to address the sexual harassment, discrimination, or bullying and prevent any retaliation or further sexual harassment, discrimination, or bullying. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Principal, or if the complaint is sent to the Superintendent's designee, shall ensure that the complainant student and his/her parent guardian are informed of the procedures for reporting any subsequent problems.

The Principal, or if the complaint is sent to the Superintendent's designee, shall make follow up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond.
3. Disseminating and/or summarizing the District's policy and regulation regarding sexual harassment.
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community.
5. Taking appropriate disciplinary action.

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites.
3. Be provided as part of any orientation program conducted for new students at the beginning of each

quarter, semester, or summer session.

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct.

5. Be included in the student handbook.

6. Be provided to employees and employee organizations.

Uniform Complaint Procedures

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs or any other district-implemented program which is listed in Education Code 64000(a) (5CCR4610); 2) unlawful discrimination against any protected group as identified under Education Code (**EC**) sections 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; *** 5) unlawful imposition of pupil fees for participation in educational activities in public schools; and 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to Tom Loomis, Director of Curriculum, Instruction, and Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 extension 7233, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective actions to comply, then various civil remedies may be available. Contact Tom Loomis,

Director of Curriculum, Instruction, and Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 extension 7233, for additional information or assistance.

Title IX Coordinator: Tom Loomis, Director of Curriculum, Instruction and Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 ext. 7233.

PARENT INVOLVEMENT

AR 6020(a)

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318).

The Superintendent or designee may:

- a. Establish a District Advisory Council that includes parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.
- b. Invite input on the LEA plan from the DELAC and other district committees and school site councils.

(cf. 0420 - School Plans/Site Councils

(cf. 1220 - Citizen Advisory Committees)

- c. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - d. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA prior to the Board's approval of the plan or revisions to the plan.
 - e. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC 6318)

PARENT INVOLVEMENT

AR 6020(c)

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
 - b. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
 - c. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
3. Build the capacity of schools and parents/guardians for strong parent involvement. (20 USC 6318)
The Superintendent or designee shall: (20 USC 6318)
- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

(cf. 6011 - Academic Standards)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.51 - Standardized Testing and Reporting Program)
 (cf. 6162.52 - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services, personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/ guardians and the schools.

(cf. 4131/4231/4331 - Staff Development)

- d. To the extent feasible and appropriate, the district's Family Center Resource Specialist will coordinate and integrate parent involvement programs and activities with Head Start, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- g. The district's Parent/Community Liaison will inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Provide necessary literacy training using Title I funds.
- c. Train parents/guardians to enhance the involvement of other parents/guardians.
- c. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
- d. Establish a district-wide advisory council to provide advice on all matters related to parent involvement in Title I programs.
- e. Through the district's Parent/Community Liaison, make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

(cf. 1020 - Youth Services)

- f. Provide information about opportunities for parent involvement through the district web site or other written or electronic means.
- g. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

(cf. 1230 - School-Connected Organizations)

- h. To the extent practicable, the district Language Support Services department will provide translation services to school sites and at meetings involving parents/guardians as needed.
- i. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.

PARENT INVOLVEMENT

AR 6020(d)

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, public preschool, and other programs. (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs.
- c. Schedule joint meetings with representatives from related programs and share data and information across programs.

- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I. (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation includes the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communication mechanisms, and provide a copy to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups and surveys, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.
6. Involve parents/guardians in the activities of schools served by Title I. (20 USC 6318) The Superintendent or designee may:
 - a. Include information about school activities in district communication to parents/guardians.
 - b. To the extent practicable, Language Support Services will assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
 - c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with, reviewed annually, and agreed upon by parents/guardians of participating students. This policy will be included in the school's Single Plan for Student Achievement (SPSA). Such a policy shall describe the means by which the school will: (20

USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such service relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314.
4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it related to the student's achievement.
 - (2) Frequent reports to parents/guardians on their children's progress.
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311 (h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

PARENT INVOLVEMENT

AR 6020(f)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

- 1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society. (Education Code 11502, 11504)

The Superintendent or designee may:

- a Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about students' class assignments and homework assignments.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

PARENT INVOLVEMENT

AR 6020(g)

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities. (Education Code 11502, 11504)

Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
- d. To the extent practicable, provide notes and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on district and school issues.

4. Train teachers and administrators to communicate effectively with parents/guardians. (Education Code 11502, 11504)

The Superintendent or designee may provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

Regulation HESPERIA UNIFIED SCHOOL DISTRICT
approved: April 23, 2001; May 4, 2015 Hesperia, California

Instruction

BP 6020(a)

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 4020 - School Plans/Site Councils)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parents Rights and Responsibilities
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians

are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

BP 6020(b)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference: EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net> Parents as Teachers National Center:

<http://www.parentsasteachers.org> U.S. Department of Education: <http://www.ed.gov>

Policy
23, 2001; May 4, 2015

HESPERIA UNIFIED SCHOOL DISTRICT adopted: April
Hesperia, California revised: September 22, 2008

EDUCATION FOR HOMELESS CHILDREN

The Board of Education desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services, as required by law, so that these students can meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on Education code requirements and the student's best interest as defined in law and administrative regulation. A student's homeless status will not supersede any expulsion requirements or restrictions that may apply.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

Transportation

The district shall provide transportation for a homeless student to and from his/her 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 his/her school of origin within this district, the Superintendent or district liaison shall consult with the superintendent or district liaison of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Legal Reference:

EDUCATION CODE

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Legal Reference continued: (see next page)

Instruction

BP 6173(b)

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

WEB SITES

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/spl/sly>

National Center for Homeless Education at SERVE: <http://www.serve.org>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Policy

adopted: May 2, 2011; May 4, 2015

revised: September 12, 2016

HESPERIA UNIFIED SCHOOL DISTRICT

Hesperia, California

EDUCATION FOR HOMELESS CHILDREN

Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate

accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432) *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian. (42 USC 11434a)

District Liaison

¹ The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director — Curriculum, Instruction, and Student
Services 15576 Main Street, Hesperia, CA 92345
(760) 244-4411 ext. 7233

The district's liaison for homeless students shall ensure that: (42 USC 11432)

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of homeless children is disseminated at places where homeless children receive services, such as schools, shelters, and soup kitchens
6. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation.
7. Parents/guardians are fully informed of all transportation services
8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion
9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

Enrollment

Placement decisions for homeless students shall be based on the law and a student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

When making a placement decision, the Superintendent or district liaison may consider how to best help the student make standard academic progress, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated

stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or district liaison shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately, as allowed by law, enroll the student in the school of choice, even if (a) the parent/guardian is unable to provide the school with the records normally required for enrollment, including, academic records, proof of residency, medical records, and/or medical history records; (b) the student has outstanding fees, fines, textbooks, or other monies due to the school last attended; or, (c) the student does not have clothing normally required by the school, such as school uniforms. (42 USC 11432)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Enrollment Dispute Resolution Process

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432) Please note that students under a term of expulsion will be placed per California Education Code, the students rehabilitation plan, available programs, and school board timelines.

The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the district liaison. (42 USC 11432)

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education.

The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute.

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

AR 6173(f)

EDUCATION FOR HOMELESS CHILDREN

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

EDUCATION FOR HOMELESS CHILDREN

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)
(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

Policy **HESPERIA UNIFIED SCHOOL DISTRICT**

adopted: May 2, 2011; May 4, 2015

revised: September 12, 2016

Hesperia, California

EDUCATION FOR HOMELESS CHILDREN

DISTRICT EXPLANATION OF ENROLLMENT DECISION

Instructions: The following form is to be used when the district has denied a parent/guardian's enrollment request.

Date: Name of person completing form:

Title: Phone number:

In accordance with federal law (42 USC 11432), this notification is being provided to:

Name of parent/guardian:

Name of student(s):

Name of school requested:

District's placement decision (name of school):

After reviewing your request to enroll your child in the school listed above, your enrollment request has been denied. This determination was based upon:

- Being under an active term of expulsion
- Other: Explain.

You have the right to appeal this decision to the district Superintendent. If you are not satisfied with the Superintendent's decision, you may appeal to the Superintendent of Schools, San Bernardino County Office of Education. If you are not satisfied with the

EDUCATION FOR HOMELESS CHILDREN (continued) county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

Name of district's homeless liaison:

Address:
Phone number:

Name of County Office of Education homeless liaison:
Address:
Phone number:

You also have the following rights:

- Pending resolution of this dispute, your child has the right to immediately enroll in the school you requested and to participate in school activities at that school, unless your child is under an active term of expulsion.
- You may provide written or verbal documentation to support your position. You may use the district's dispute resolution form. A copy of the dispute resolution form can be obtained from the district's liaison for homeless students.
- You may seek the assistance of advocates or attorneys to help you with this appeal.

**EDUCATION FOR HOMELESS CHILDREN
ENROLLMENT DISPUTE FORM**

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless.

Date submitted:

Name of person completing form:

Student's name:

Relation to student:

I may be contacted at the following:

Address:
Phone number:

Name of school requested:

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I wish to appeal the enrollment decision made by:

District liaison Superintendent County liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

A written explanation of the district's decision

Contact information for the district's homeless liaison

Contact information for the county office of education's homeless liaison

Instruction

BP 6173.1(a)

EDUCATION FOR FOSTER YOUTH

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5147 - Dropout Prevention) (cf. 6011- Academic Standards) (cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6173 - Education for Homeless Children)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct) (cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services 48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

Legal Reference continued: (see next page)

Legal Reference: (continued)

EDUCATION CODE (continued)

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child
 317 Appointment of legal counsel
 361 Limitations on parental or guardian control
 366.27 Educational decision by relative providing living arrangements
 602 Minors violating law; ward of court
 726 Limitations on parental or guardian control
 727 Order of care, ward of court
 16000-16014 Foster care placement
UNITED STATES CODE, TITLE 20
 1415 Procedural safeguards; placement in alternative educational setting
UNITED STATES CODE, TITLE 29
 794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
 670-679b Federal assistance for foster care programs
 11431-11435 McKinney-Vento Homeless Assistance Act
 Management Resources:
CSBA PUBLICATIONS
Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008
AMERICAN BAR ASSOCIATION PUBLICATIONS
Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education
Needs of Children in Foster Care, 2005
CALIFORNIA CHILD WELFARE COUNCIL
Partial Credit Model Policy and Practice Recommendations
CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS
Our Children: Emancipating Foster Youth, A Community Action Guide
WEB SITES
 CSBA: <http://www.csba.org> American Bar Association:
<http://www.americanbar.org> California Child Welfare Council:
<http://www.chhs.ca.gov/Pages/CChildWelfareCouncil.aspx> California Department
 of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy> California
 Department of Social Services, Foster Youth Ombudsman Office:
<http://www.fosteryouthhelp.ca.gov> California Youth Connection:
<http://www.calyouthconn.org/site/cyc> Cities, Counties and Schools Partnership:
<http://www.ccspartnership.org>

Policy HESPERIA UNIFIED SCHOOL DISTRICT
 adopted: May 4, 2015 Hesperia, California

Instruction
EDUCATION FOR FOSTER YOUTH

AR 6173.1(a)

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is

some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Director of Student Services
Hesperia Unified School District
(760) 244-4411 ext. 7316
(cf. 6173 - Education for Homeless Children)

AR 6173.1(b)

EDUCATION FOR FOSTER YOUTH

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records.

When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

(Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and afterschool services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

AR 6176. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

EDUCATION FOR FOSTER YOUTH

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies:

(Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

a. The student has a right to attend a regular public school in the least restrictive environment.

b. The alternate educational program is a special education program, if applicable.

c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

a. The student may continue in the school of origin for the duration of the court's jurisdiction.

b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.

c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.

d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school

districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

AR 6173.1(e)

EDUCATION FOR FOSTER YOUTH

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

AR 6173.1(f)

EDUCATION FOR FOSTER YOUTH

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity
(*cf. 5121 - Grades/Evaluation of Student Achievement*)

Transfer of Coursework and Credits When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

AR 6173.1(g)

EDUCATION FOR FOSTER YOUTH (continued)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

(*cf. 6146.1 - High School Graduation Requirements*)

(*cf. 6162.52 - High School Exit Examination*)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

(Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary

educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)
The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)
AR 6173.1(h)

EDUCATION FOR FOSTER YOUTH

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

AR 6173.1(i)

EDUCATION FOR FOSTER YOUTH Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Regulation
approved: May 4, 2015
Students

HESPERIA UNIFIED SCHOOL
Hesperia, California
BP 5020(a)

PARENT RIGHTS AND RESPONSIBILITIES

The Board of Education recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.
The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school. Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.
Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)
(cf. 5022 - Student and Family Privacy Rights)

(cf. 6020 - Parent Involvement)

PARENT RIGHTS AND RESPONSIBILITIES

BP 5020

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35291 Disciplinary rules

48070.5 Promotion and retention of students

48985 Notice to parent in language other than English

49091.10-49091.19 Parental review of curriculum and instruction

49602 Confidentiality of pupil information

51100-51102 Parent/guardian rights

51513 Personal beliefs

60510 Disposal of surplus instructional materials

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

CDE: <http://www.cde.ca.gov>

Policy

HESPERIA UNIFIED SCHOOL DISTRICT adopted:
Hesperia, California

January 20, 2015

AR 5020(a)

Students

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:
1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

(cf. 6116 - Classroom Interruptions)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

(cf. 5113 - Absences and Excuses)

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6174 - Education for English Language Learners)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

(cf. 5142 - Safety)

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

AR 5020(b)

PARENT RIGHTS AND RESPONSIBILITIES

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
(*cf. 5121 - Grades/Evaluation of Student Achievement*)
(*cf. 6020 - Parent Involvement*)
10. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

AR 5020(c)

PARENT RIGHTS AND RESPONSIBILITIES

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

(*cf. 3270 - Sale and Disposal of Books, Equipment and Supplies*)

11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)

(*cf. 0520.2 - Title I Program Improvement Schools*)

(*cf. 0520.3 - Title I Program Improvement Districts*)

12. To have access to the school records of their child (Education Code 51101)

(*cf. 5125 - Student Records*)

(*cf. 5125.1 - Release of Directory Information*)

13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)

(*cf. 6011 - Academic Standards*)

(*cf. 6146.1 - High School Graduation Requirements*)

(*cf. 6146.4 - Differential Graduation and Competency Standards For Students with Disabilities*)

(*cf. 6146.5 - Elementary/Middle School Graduation Requirements*)

14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)

(*cf. 1250 - Visitors/Outsiders*)

(*cf. 5132 - Dress and Grooming*)

(*cf. 5144 - Discipline*)

(*cf. 5145.6 - Parental Notifications*)

15. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)

(*cf. 5123 - Promotion/Acceleration/Retention*)

16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)

AR 5020(d)

PARENT RIGHTS AND RESPONSIBILITIES

(*cf. 6164.2 - Guidance/Counseling Services*)

(*cf. 6164.4 - Identification and Evaluation of Individuals For Special Education*)

(*cf. 6164.6 - Identification and Education Under Section 504*)

17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any

nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)

(cf. 5022 - Student and Family Privacy Rights)

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6171 - Title I Programs) (cf. 6175 - Migrant Education Program)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

(cf. 5125.3 - Challenging Student Records)

20. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.3 - Health Examinations)

Parent Responsibilities

AR 5020(e)

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child

2. Ensuring that homework is completed and turned in on time

(cf. 6154 - Homework/Makeup Work)

3. Encouraging their child to participate in extracurricular and cocurricular activities

(cf. 6145 - Extracurricular and Cocurricular Activities)

4. Monitoring and regulating the television viewed by their child

5. Working with their child at home in learning activities that extend the classroom learning

6. Volunteering in their child's classroom(s) or for other school activities

(cf. 1240 - Volunteer Assistance)

7. Participating in decisions related to the education of their own child or the total school program as appropriate

Regulation

HESPERIA UNIFIED SCHOOL DISTRICT
Hesperia, California

approved: January 20, 2015

BP 6171(a)

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

(cf. 0410 - School Plans/Site Councils)

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Board of Education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school.

Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio of non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure of non-Title I schools.
4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds

TITLE I PROGRAMS

expended for educational language instruction programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instance of noncomparability is identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

BP 6171(c)

TITLE I PROGRAMS

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006 CALIFORNIA DEPARTMENT OF EDUCATION

PUBLICATIONS LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004 Parental Involvement:

Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>
U.S. Department of Education: <http://www.ed.gov>
Policy

HESPERIA UNIFIED SCHOOL DISTRICT
Hesperia, California

adopted: October 28, 1996; May 4, 2015
revised: April 23, 2001; September 22, 2008

Instruction

AR 6171(a)

TITLE I PROGRAMS

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes. (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001: 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

A schoolwide program shall include: (20 SC 6314)

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6175 - Migrant Education Program)

2. Schoolwide reform strategies that:

a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement.

b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning

TITLE I PROGRAMS

time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations.

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6177 - Summer School)

c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program.

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. 5149 - At-Risk Students)

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6164.2 - Guidance /Counseling Services)

(cf. 6164.5 - Student Success Teams)

d. Address how the school will determine if student needs have been met.

e. Are consistent with and designed to implement state and local improvement plans, if any.

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

3. Instruction by highly qualified teachers.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards.

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

5. Strategies to attract high-quality, highly qualified teachers to high-need schools.

(cf. 4111 - Recruitment and Selection)

6. Strategies to increase parent involvement.

(cf. 5020 - Parents Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.

(cf. 6300 - Preschool/Early Childhood Education)

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program as determined by a site-based team.

9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance.

(cf. 6179 - Supplemental Instruction)

10. Coordination and integration of federal, state, and local services and programs

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to: (20 USC 6315)

1. Students in grades 3-6 identified by the school as failing, or most at risk of failing, to meet the state's academic standards on the basis of criteria established by the district and supplemented by the school.

2. Students in K-2nd grade selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures.

A targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards expected for all students.

2. Ensure that program planning is incorporated into existing school planning.

3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title

4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs.

5. Provide instruction by highly qualified teachers.

6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and if appropriate, student service personnel, other staff, and parents/guardians who work with participating students.
7. Provide strategies to increase parent involvement.
8. Coordinate and integrate federal, state, and local services and programs.

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (20 USC 6320, 7881)

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319. (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation.

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the district's Title I programs. Such consultation shall occur before the district makes any decisions that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of. (20 USC 6320, 7881: 34 CFR 200.63)

1. How the needs of private school students will be identified.
2. What services will be offered.
3. How, where, and by whom the services will be provided.
4. How the services will be academically assessed and how assessment results will be used to improve those services.
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services.
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools.
7. How and when the district will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider.
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor.

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The Superintendent and designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)

If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.

(cf. 3580 - District Records)

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students teachers.

3. The district's program met the needs of the private school teachers and/or private school students.
 4. The district made efforts to resolve any complaints made by private school representatives.
- Regulation
approved: April 23, 2001; May 4, 2015
September 22, 2008

HESPERIA UNIFIED SCHOOL DISTRICT
Hesperia, California Revised:

PHYSICAL EDUCATION AND ACTIVITY

Definitions

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and *maintaining* physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Instructional Time

Instruction in physical education shall be provided for at least the following minimum period of time:(Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days
2. For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recesses and the lunch period
3. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days
4. For students in grades 9-12, 400 minutes each 10 school days

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

The Superintendent or designee shall determine a method to document compliance with the required number of instructional minutes. Such documentation may include, but not be limited to, a master schedule, teacher roster, or log for staff or students to record the number of physical education minutes completed.

Any complaint alleging noncompliance with the instructional minute requirement for elementary schools may be filed in accordance with the District's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the District's decision may appeal the decision to the California Department of Education (CDE). If the District or the CDE finds merit in a complaint, the District shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, 51223; 5 CCR 4600-4687)

(cf. 1312.3 - Uniform Complaint Procedures)

Students exempted from physical education pursuant to Education Code 51241(b)(1) or (c)(1) shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Monitoring Moderate to Vigorous Physical Activity

To monitor whether students are engaged in moderate to vigorous physical activity for at least 50 percent of physical education class or session time, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to

vigorous physical activity or the number of students who are inactive during physical education classes.

2. Provide physical education teachers with staff development, self-monitoring tools,

stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes.

(cf. 4115 - Evaluation/Supervision)

Criteria for Enrollment in Alternative Physical Education (Applicable to Grades 9-12)

Any student enrolling in an alternative physical education program shall present to the principal a letter from his/her physician stating that the student needs an alternative physical education program and the reasons why, or documentation certifying that the student meets all of the following criteria:

1. The student is involved in a year long program for the purpose of high level competition or dance performance.
2. The student is involved at a training level (minimum five hours weekly), not a recreational level.
3. The off-campus teacher/coach must present evidence of his/her professional certification for the sport or a valid California Teaching Credential in Physical Education.
4. The student must present evidence of his/her membership in a state, national, or international organization for the sport.
5. The student must apply on a semester basis for participation in the off-campus physical education program.

Procedure for Receiving Credit for Alternative Physical Education

1. The student must submit all documentation to the principal and have appropriate signatures on the contract available in the counseling office.
2. The principal will determine if the parent/guardian's request for the student to receive physical education credit for participation in an alternative physical education program conforms to Board policy and administrative regulation.
3. The student must turn in monthly log sheets/competition result sheets signed by the teacher/coach to the designated coordinator by the last day of the month.

4. The maximum credit hours available per semester is 5 credits, regardless of the total number of hours submitted.
5. When the student has earned the 20 credits required for graduation, he/she may no longer participate in the alternative physical education program for credit.
6. The principal shall recommend approval or disapproval and send the completed form to the Director of Student Services.

Parents/guardians and the principal will receive confirmation that the students will/will not receive physical education credit for participation in alternative physical education from the Director of Student Services.

Physical Fitness Testing

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

(cf. 6162.5 - Student Assessment)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing and shall be included in his/her cumulative record. (Education Code 60800; 5 CCR 1043.10, 1044)

(cf. 5125 - Student Records)

Each student's test results shall also be provided to his/her parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

(cf. 0510 - School Accountability Report Card)

Testing Variations

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

Additional Opportunities for Physical Activity

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess and lunch supervisors on methods to engage students in moderate to vigorous physical activity

(cf. 1240 - Volunteer Assistance)

(cf 4231 - Staff Development)

(cf 5030 - Student Wellness)

2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, special events, and competitions

(cf 6145 - Extracurricular and Cocurricular Activities)

(cf 6145.5 - Student Organizations and Equal Access)

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs
5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities
6. Developing business partnerships to maximize resources for physical activity equipment and programs

(cf 1700 - Relations Between Private Industry and the Schools)

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school