

Maple Elementary School of Innovation

2017-2018 Parent-Student Handbook



Si necesita una copia en español por
favor consulte la oficina.



Maple Families,

After reading the Parent/Student Handbook and discussing it with your child please fill out the information below and tear this sheet off and return it to your child's teacher as soon as possible.

Dear Maple Elementary:

I have read the Parent/Student Handbook and have discussed Maple's School Rules, Discipline Plan and Student Handbook information with my child and understand the contents within.

Student's Name (Please Print)

Teacher

Parent/Guardian Signature

Date

Due to the continued growth at our school, it may be necessary for us to form additional classes during the school year. There is a possibility that the class your child is currently entering may already be at the size our district has established for effective learning. When a new class is established, there is a chance that your child will be moved to a new class. We are informing you of the possibility now, so that if in the near future this does occur, the transition for your child will be as smooth as possible.

Thank you for your cooperation, and we look forward to working with you and your student.

Parent/Guardian Signature

Date



Maple Elementary School of Innovation

VISION STATEMENT

The vision of Maple Elementary is to produce a solid foundation, academically and socially, for students so they can be successful, productive, and contributing members in a democratic society.

MISSION STATEMENT

The mission of our school is to form partnerships with teachers and the community to provide opportunities for each student to learn skills, acquire knowledge, and develop character within a rich, diverse, and nurturing environment. Thus producing independent and responsible students who can function in the 21st century.

General Information

Office Hours	7:30 a.m. to 3:30 p.m.
Student Hours	<u>AM Kindergarten:</u> M, T, Th, F: 8:20 a.m. to 11:56 a.m. Wednesday: 8:20 a.m. to 10:59 a.m. <u>PM Kindergarten:</u> M, T, Th, F: 11:01 a.m. to 2:37 p.m. Wednesday: 11:01 a.m. to 1:40 p.m. <u>1st- 6th Grades:</u> M, T, Th, F: 8:20 a.m. to 2:37 p.m. Wednesdays: 8:20 a.m. to 1:41 p.m.
Address	10616 Maple Ave. Hesperia, CA 92345
Telephone Number	760-244-3096
Fax Number	760-244-0337
School Website	www.mapleelementary.org
Mascot	Mountain Lion
School Colors	Royal Blue

Administration

Principal	Alex Cristales
Assistant Principal	Esther Kim
Administrative Secretary	Lynnette Ramirez

Office

School Secretary	Karen Hope
Attendance Specialist	Maricela Antuna
Parent/Community Liaison	Genoveva SantaCruz
Health Technician	Nichole Osbourne



Office Hours and Messages

The Maple Elementary office is open Monday through Friday from 7:30 a.m. to 3:30 p.m. The office staff is prepared to assist you with your questions and concerns during these hours. The office staff is able to handle most requests themselves and can refer you to the teaching staff or administrator if needed.

Attendance

Regular school attendance is expected and required for an effective learning program and school success. All absences and tardies may be reviewed by the School Attendance Review Board (SARB). It is essential that your child is present every day of the school year in order to receive the maximum benefits of the educational program we offer at Maple.

Absences

Please call the school office at (760) 244-3096 before 11:00 AM the day your child is absent. If unable to do so, a call anytime between 7:45 a.m. and 3:30 p.m. would also be appreciated. If unable to call, please send a note signed by the parent/guardian stating the date and reason for the absence on the first day the student returns to school. More than three unexcused absences is considered truant.

Tardies

Responsible behavior includes being on time and ready to enter the classroom at 8:20 a.m. (11:00 am for PM Kindergarten). All students arriving late must check in at the office before going to class. Repeated tardies, no matter how small, will affect Mountain Lion Pride.

Attendance Incentives

These incentives are developed to encourage student attendance. There are both classroom and individual rewards that will be given such as movies and a treat, board games, and even extra computer time. Individual rewards will be given each semester to students who have perfect attendance for the first semester and one for the entire school year. Students who have earned perfect attendance for the year will also be placed in a drawing for a chance to win a bike.

Arrival Time

Students may not enter the school campus before 8:00 a.m. as there is no supervision on campus before this time. Instruction begins at 8:20 a.m. for all grades. Please be very careful when dropping off your students in the morning. The speed limit in the parking lot is 5 m.p.h. Student safety is a great concern. Please be aware of those around you and watch for others in the crosswalk.

Collaborative Wednesdays

Every Wednesday, school dismisses approximately one hour early. 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 **one hour earlier**. Dismissal on Wednesday is at 1:41 p.m.

Early Sign Out

All students leaving school during the school day for any reason must be signed out in the office by an adult listed on the emergency card. PLEASE BE READY TO SHOW IDENTIFICATION UPON SIGNING OUT YOUR STUDENT. Students returning to school later the same day must check back in the office before returning to class. If you are planning to sign your student out, you must do so by 2:15 pm. **The office will not call students out of class any later than 2:15p.m. (1:15 p.m. on Wednesdays)**

Visitors and Volunteers

All visitors and volunteers must sign in at the office before entering campus. For safety purposes no one may be on campus without a visitor's pass. Volunteers must apply in the office annually and must log in and out of the office daily. There are many ways to assist in your child's educational program. Ask your child's teacher about helping in the classroom or at home. Uninterrupted learning time is valued in our school; therefore, we ask that you leave other children at home when you volunteer.

Dismissal

To ensure student safety at dismissal time, staff members will supervise students to the designated dismissal areas. The bus lane gate will be used for bus riders and students in the CHAMPS Program. Once a student has boarded the bus he/she will not be removed until they reach their stop. A note from a parent/guardian is REQUIRED if there is to be any change in the normal pickup schedule. A phone call will not be sufficient. Pickups will be released at the kindergarten gate for guardians walking up to the gate and the portable gate for all guardians who will be driving up. Students who walk home will be crossed at the corner of Mauna Loa St. and Maple Ave.

Independent Study Contracts

On those occasions when a family emergency or vacation occurs 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 and your child must be gone for at least 5 school days. Please contact the school attendance specialist before the absence so that the study packet can be prepared for you.

Transportation

Bike Riders

All bike riders must have a lock for their bike and wear a helmet which is 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 live within one mile of the school. Bike riders must have parent permission. Bike privileges will be lost for the remainder of the year after three violations. Bikes are to be taken directly to the bike area each morning and locked. Upon arriving on school grounds, the bike rider must walk the bike to the bike area. The school is not responsible for stolen or vandalized bikes, scooters, etc. Bike riders ride at their own risk. Students are recommended to review bike safety rules with their parents/guardians and take a bike safety quiz before being allowed to ride their bike to school. NO SKATEBOARDS ARE ALLOWED ON THE SCHOOL GROUNDS AT ANY TIME INCLUDING WEEKENDS.



Bus Riders

Students who ride a bus are to use the same bus stop each day. If a change of bus stop is necessary, the parent/guardian must come into the office so that records can be changed and a bus pass can be issued for the teacher and driver. If a temporary change in transportation is requested, parent may provide a note requesting the temporary change. If your bus pass is lost, you may be charged for a replacement. Bus riding is a privilege, not a right, and misconduct can affect the safety of all children. Kindergarten students will be returned to the school site if there is no one to meet them at the bus stop. When you have a question or concern, please call transportation at 244-4022. They will do their best to address your concerns and answer your questions.

Parent Transportation

All traffic safety laws are in effect for a school zone. Parent cooperation is expected by picking up your child while following safety procedures. Parents MUST send a note when their child is being picked up by someone other than their normal pick up person.

Walkers

Determine the safest route between your home and the school, using crosswalks. Establish time limits for a direct walk to and from school. Parents/Guardians must send a note to the office if their child is to walk to a different location. For safety reasons, check with your child often to be sure that your child is traveling directly home or to 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.

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. The only way for a student to be dismissed other than what is originally agreed upon is by written request or by the parent/guardian coming to school in person. 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.



Electronic Signaling Devices and Cell Phones

Cell Phones and Electronic Devices are not to be used during school hours. The first time a student is caught using a cell phone, the cellphone will be held in the office until the end of the day. On the second offense, the phone will be confiscated and held in the office until a parent can pick it up.

DISTRICT CELL PHONE POLICY

Except for prior consent for health reasons, the following policy will be strictly enforced:

- **All electronic devices that are powered off may be in possession of students. These devices must remain powered off and stored out of sight while on the bus, or on campus during the school day. If seen by school or bus personnel, the device will be confiscated and returned to parents on the first offense. Subsequent violations of district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to an alternative program in accordance with Board Policy and Administrative regulation.**
- **Permissible uses for cell phone are limited to:**
 - **Life threatening emergency situations anytime**
 - **On campus before and after the official school day**
 - **At the conclusion of field trips after return to campus if after the school day**
 - **At sporting or other events on campus after the school day**
 - **Anytime with the specific limited permission and supervision of a site administrator or classroom teacher who is utilizing the device to teach their designated curriculum content area.**

Chromebooks, Textbooks, Library Books, and Personal Property

The School District and Maple Elementary are not responsible for stolen or lost items. Personal items, such as toys, trading cards, electronic gaming devices, CD players, mp3 players, and cameras are NOT ALLOWED on campus. Students are responsible for textbooks, library books and chromebooks issued to them during the school year. All lost or damaged books/chromebooks must be paid for by the parent/guardian.

Student Information

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, work, and emergency phone numbers. Cell phone numbers are encouraged. The emergency numbers should be relatives or friends nearby who can care for your child in the event that a parent cannot be reached. Persons listed from "down the hill" may not be your best choice in the case certain emergencies such as natural disasters. 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 made in the office as soon as possible. Every year we have an incident where it is urgent that we contact a parent and we find there are no working numbers on the card. Please make sure your card is updated often.

Divorce/Child Custody

If your student 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 of 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.

Medication and Insurance



If your student has a medical condition that requires medication, please inform the school. If at all possible, medications should be given at home. **STUDENTS MAY NOT CARRY ANY MEDICATION TO SCHOOL.** This includes over the counter medications as well as cough drops. The office cannot give any medication to a student without a form filled out by the parent/guardian and the physician. This form is available 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 student gets hurt at school. Low-cost insurance is available through the Healthy Families Program. Call the office for further information.

Immunizations

Please be aware that 6th grade students must be immunized for Hepatitis B and Tdap before entering Junior High/Middle School. The Hepatitis B series involves three shots, and the entire process takes about 6 months.

School Rules

No weapons of any type are allowed on campus at any time or while going to and from school.

No alcohol, tobacco, or any controlled substances are allowed on campus at any time or while going to and from school.

All members of the Maple Community are expected to Show their Mountain Lion Pride demonstrating the ROAR (Respect, Ownership, Positive Attitude, and Responsibility) at all times.

Respect includes:

- Thinking and acting in a positive way
- Showing others that you care about their feelings and well-being
- Following the "Golden Rule" - treat others as you want to be treated

Ownership includes:

- Being honest about your actions and choices
- Accepting the results of your actions and taking control of them

Attitude includes:

- Having a positive outlook
- Using positive words/language
- Using good manners and being kind

Responsibility includes:

- Doing things that you are expected to do
- Using materials, equipment, and facilities properly

Mountain Lion Pride

Maple's Mountain Lion Pride program recognizes students for outstanding work ethic and citizenship. Throughout the quarter, students will be recognized for demonstrating positive behaviors on the ROAR matrix with a ROAR slip or pawprint stamp. Once each month, administration will draw ten ROAR slips for a bonus incentive. Four times per year, students may qualify to attend a special Mountain Lion Pride event. At the end of the year, students who have qualified for all four Mountain Lion Pride events during the year will be invited, with their families, to an evening recognition ceremony.

Teachers decide which students qualify for Mountain Lion Pride each quarter based on the following criteria:

- 100% of classwork completed
- No office referrals
- Nine or more ROAR recognition stamps in the classroom
- Students need to be in the classroom for at least 3 weeks

Displays of Affection

Public displays of affection are inappropriate both on campus and during school sponsored activities. This kind of behavior will not be tolerated and may be grounds for suspension.

Discipline Plan

Maple takes high priority in maintaining a safe and effective learning environment; all staff at Maple Elementary will utilize a progressive discipline plan. ***Students need to ensure that they are showing the ROAR (Respect, Ownership, Attitude, and Responsibility) at all times.*** When students choose not to follow the school rules, a consequence will be issued. When a student chooses not to follow our school or classroom rules, one or more of the following consequences will occur:

- Warning and clarification of expectations
- Conference with students
- Time-outs
- Loss of privilege time
- Home contact (notes/phone calls/conferences)
- Referral to principal/assistant principal
- In-school suspension
- Suspension
- Recommendation for expulsion
- In extreme situations, students will receive an in-house suspension, out of school suspension or possible expulsion without prior consequences.
- Law enforcement may be contacted depending upon the severity of the incident.
- Other consequences may be issued as deemed appropriate.

Nutrition

Breakfast Program

Breakfast is served each morning in the classroom at 8:20 a.m. These meals are free to all students who attend Maple Elementary. Please make sure students arrive on time so they will have the opportunity to eat breakfast.

Lunch Program

Students may bring their lunch from home or buy lunch from the cafeteria. All students will be assigned a lunch number to enter into the cafeteria's computer system, which keeps track of each student's account. No cost lunches are available for all Maple students who qualify.

Student Achievement

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 and tell you when your child is performing below the expected levels in reading, language, and math. Together, we will develop a remediation plan to help your child reach the standards. Strategies may include after school tutoring. **It is the policy of this District that we honor only 2 graduations: High School and College. We therefore, will not have promotion ceremonies. We ask that you celebrate with your family outside of school.**

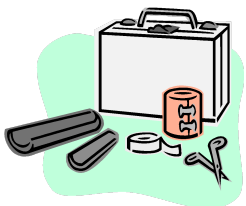
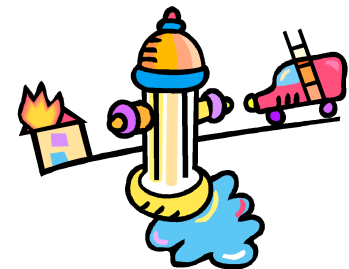
Report Cards and Parent-Teacher Conferences



Report cards are prepared two times per year and sent home with the child unless otherwise specified. If you do not want your child's report card sent home with them, please stop by the school's front office to make arrangements to have them mailed home or picked up. In addition, teachers may meet with parents periodically to discuss student progress. It is our intent to schedule a formal conference with each parent/guardian once a year. These conferences can prove very valuable in helping us work with your child and in providing you with information concerning his/her school progress. Please make every effort to attend these conferences. Due to staff committee meetings and classroom preparation, it is recommended that conferences be scheduled in advance. Teachers are not able to meet with parent/guardians during teaching hours.

Disaster Preparedness

The staff of Maple Elementary works throughout the year preparing themselves and the students to be ready in the event of an earthquake or other emergency. Fire, earthquake, and lockdown drills are scheduled throughout the year to practice procedures. These practices are required by California Education Code and it is imperative that students and staff take them very seriously. We update water and first aid supplies periodically. Parents are kept informed of specifics through newsletters and PTC meetings. 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:

- Prepare your family for an earthquake or other emergency by talking about what to do, what not to do, who to call if possible and where to meet in an emergency situation.
- Prepare an "Earthquake Kit" for your family. The Red Cross can help you obtain more information.

AIR QUALITY FLAG PROGRAM

Our school has adopted the Air Quality Flag Program which means we will fly brightly colored flags to show how clean the air is each day. The flags correspond to the colors of the Air Quality Index (www.airnow.gov). The AQI is an index for reporting daily air quality. It tells you how clean or polluted your air is, and what associated health effects might be a concern for you.

Every school day we fly a flag with one of the following colors:

- Green – good air quality
- Yellow – moderate air quality
- Orange – unhealthy for some people, including children and teenagers
- Red – unhealthy for everyone
- Purple – very unhealthy for everyone

The good news is the Air Quality Flag Program helps protect students' health. On green and yellow days we will encourage students to be outside and moving. When air quality is orange or red, it is still OK to play outside, but we will encourage kids to take some breaks and to do activities that might involve walking and jogging instead of running and sprinting. If the flag is purple, we will play inside that day.

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 which **prohibits** the following 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 (outside) and facing forward
- 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
- Visible undergarments
- Clothing with profanity, that is too tight, revealing or sexually provocative or wording of a sexual/inappropriate nature, including Player 69 and Skin Industry clothing which portrays the female silhouette.
- Clothing with pictures, insignia or brand names for controlled substances, tobacco or alcohol
- Bandannas
- Unsafe footwear including flip flops, slippers or any type of open-toe sandals. Additional footwear requirements may be imposed on students in specific classes such as: physical education, science and shop.
- Raiders 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.

*** Interpretation of dress that is inappropriate and distracting is left to the discretion of the school administration**

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) and the student will take a note of explanation home to the parent. Thank you for your support in following our dress code and for helping us provide a suitable learning environment.

Dress and Grooming

AR 5132 (a)

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 providing 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, gym bags, water bottles, backpacks, or any other item that disrupts the instructional process***
- Hats other than unaltered school approved hats worn properly
- Oversized clothing such as shorts, pants, coats, etc. Pants 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
- Visible undergarments
- Clothing with profanity, too tight, revealing or sexually provocative
- Clothing with **pictures**, insignias or brand names for controlled substances, **tobacco or alcohol**
- ***Unsafe footwear including house slippers. Additional footwear requirements may be imposed on students in specific classes such as: physical education, science and shop.***
- Raiders 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**

Legal Reference:

Administrative Code, Title 5

302 Pupils to be neat and clean on entering school

Hesperia Unified School District

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 distraction, which would interfere with the educational process.

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

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)

BULLYING (continued)

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.

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/lr/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

Hesperia, California

Revised: June 20, 2016

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:

NONDISCRIMINATION/HARASSMENT (continued)**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

NONDISCRIMINATION/HARASSMENT (continued)

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

Policy
DISTRICT

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

HESPERIA UNIFIED SCHOOL

Hesperia, California

Students

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.

SEXUAL HARASSMENT (continued)

11. Sexual assault, sexual battery, or sexual coercion.

School-Level Complaint Process/Grievance Procedure

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.

SEXUAL HARASSMENT

(Continued)

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

SEXUAL HARASSMENT (continued)

5. Be included in the student handbook.
6. Be provided to employees and employee organizations.

Regulation
DISTRICT
adopted: May 8, 2013; January 20, 2015
California

HESPERIA UNIFIED SCHOOL

Hesperia,

PARENT INVOLVEMENT**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)

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.
- b. 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.
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)

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.
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.

PHYSICAL EDUCATION AND ACTIVITY

The Board of Education recognizes the positive benefits of physical activity on student health and academic achievement. The District shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The District's physical education and activity programs shall support the District's coordinated student wellness program and encourage students' lifelong fitness.

(cf 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

The District's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

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

(cf 6011- Academic Standards)

(cf 6143 - Courses of Study)

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)

(cf 6146.11 - Alternative Credits Toward Graduation)

The District's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf 6159 - Individualized Education Program)

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

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)

(cf. 5141.7 - Sun Safety)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Alternative Physical Education

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active during the school day.

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The District shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

PHYSICAL EDUCATION AND ACTIVITY (continued)

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students 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)

(cf. 6112 - School Day)

Permanent Exemptions

The Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)
3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6145.2 - Athletic Competition)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

(cf 0500 - Accountability)

(cf 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 *Excuse from attending physical education classes*
60800 *Physical performance test*

CODE OF REGULATIONS, TITLE 5

1040-1048 *Physical performance test*
3051.5 *Adapted physical education for individuals with exceptional needs*
10060 *Criteria for high school physical education programs*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

1751 *Note Local wellness policy*

ATTORNEY GENERAL OPINIONS

53 *Ops. Cal. Atty. Gen. 230 (1970)*

Management Resources:

CSBA PUBLICATIONS

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities Policy Brief rev. February 2010
Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009
Physical Education and California Schools, Policy Brief rev. October 2007
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
PHYSICAL EDUCATION AND ACTIVITY (continued)

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12 January 2005

Adapted Physical Education Guidelines for California Schools, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

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

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

The California Endowment: <http://www.calendow.org>

U.S. Department of Health and Human Services: <http://www.health.gov>

Policy

adopted : May 4, 2015

Hesperia, California

Revised: March 6, 2017

HESPERIA UNIFIED SCHOOL DISTRICT