

SOUTHERN HUMBOLDT UNIFIED SCHOOL DISTRICT

Board of Trustees

	Term Expires
Jim Baker, Member	2011
Thomas Mulder	2009
Barbara Lindsay, President	2009
Dennis O'Sullivan, Member	2011
Mark Schaffner, Member	2009
Paulette Thiele, Member	2011
Susan Thompson, Clerk	2009

Clifton Anderson, Superintendent

Susie Jennings, Associate Superintendent of Curriculum and Instruction

Vision Statement

Students are inspired by a rich, diverse curriculum, by teachers and other staff who share their love of learning, and by community members who demonstrate their support for education through active involvement.

Students value their remarkable gains in achievement as they master increasingly complex concepts and skills. Their lives are enriched by participating in a wide variety of learning experience from core academic curriculum to music, drama and art to salmon restoration, construction trades, and broadcast journalism.

Students develop personal integrity by being immersed in a joyous learning community that encourages respect and responsibility. They appreciate and care for an appropriately designed, carefully furnished, beautifully maintained school.

Students explore, understand and appreciate the importance and uniqueness of the natural and cultural environment in which we live. They assume responsibility for protecting and enhancing their communities.

Core Values

Student Learning

We are guided by the principle that all students can learn, and will continue to strive for their personal best.

- a. A safe and nurturing environment is essential to learning.
- b. Every student in our district regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high quality education that challenges the student to achieve his or her fullest potential.
- c. Early identification of learning and behavioral difficulties contributes to student success.
- d. Recognize and mitigate factors that affect a student's ability to learn, including but not limited to social, health, nutrition and economic conditions.
- e. Parental involvement is essential.

Stakeholders

All individuals within the community value education and, as a result, their lives are enriched.

- a. Our community provides a valuable resource to our educational program.
- b. Our diversity of students, staff, and community enriches the learning experience.
- c. Effective communication with all stakeholders builds trust and support for district.

Educational Community

The accountability of educational program is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

- a. A highly skilled and dedicated staff that has a direct and powerful influence on students' lives and learning is valued by the entire community.
- b. Communication, trust, respect and teamwork among Board members and the Superintendent and Associate Superintendent is essential to effective decision making.
- c. The educational community will recognize and celebrate student and staff accomplishments.

As a result students will be critical-thinking, contributing members of society who embrace life-long learning.

Goals

Areas of Major Focus for the 2008-2009 School Year

- a. Provide and maintain facilities to meet the needs of present and future students.
- b. Provide a clean, secure and orderly environment and as part of the larger community, promote healthy and safe behaviors and lifelong wellness.
- c. Create a culture of shared accountability for student achievement.
- d. Improve the organizational, management and decision-making structure and capabilities of the district to better support the education of students.

Ongoing Long-Term Goals

- e. Maintain positive relations with students, parents/guardians, staff and community, emphasizing effective and responsive communication and inviting participation in the schools.
- f. Attract, retain and support highly qualified and motivated staff members.
- g. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.
- h. Provide for the specialized needs of identified groups of students.
- i. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility.
- j. Provide time and resources for collaboration, planning and professional development for all staff.
- k. Collaborate with other public agencies and private organizations to ensure children's physical, social and emotional needs are met.
- l. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.
- m. Employ technology in ways that enhance learning, teaching and non-instructional operations.
- n. Maintain fiscal integrity for the district.

Board Meeting Schedule

The Board of Trustees of the Southern Humboldt Unified School District holds regular Board meetings on the second Thursday of each month. All regular meetings are held at Redway School at 4:30 p.m. Any change in date, location or time will be published in the local papers.

If you wish to verify the date, time and place of a Board meeting, contact Bambi Henderson at 943-1789. The Board members are elected by the voters of our school district. Three seats will be filled at the next regular election in November, 2009.

Each Board member in our district serves without pay and gives generously of his/her time to the development of the policies by which our schools are operated.

District Schools

The Governance Team has made it a priority to maintain five neighborhood elementary schools so that our youngest students can attend school close to home. Ettersburg is a one-room school located in a beautiful, remote western part of our district. Casterlin, Agnes J. Johnson, and Whitethorn Schools each have three multi-graded classrooms. Casterlin serves students in the mountainous eastern portion of our district. Agnes J. Johnson, in Weott, adjoins Humboldt Redwoods State Park. Whitethorn is located in the redwoods on the Mattole River. Redway, our largest elementary school, serves students who live in the commercial center of our rural district. Community partnerships provide unique opportunities for elementary students at each school to participate in everything from music, drama and art to stream restoration, gardening and sports.

South Fork is an 8 – 12 secondary school located on the beautiful Avenue of the Giants. The school's six-period day allows students to take six 60 minute classes during the school year. South Fork has strong music and athletic programs, which are generously supported by South Fork Booster Clubs and the Southern Humboldt Schools Foundation.

Osprey Learning Center serves as an alternative to the traditional learning experience. Independent Study allows K – 12 students and their parents a flexible and completely individualized learning program. Independent Study is expanding to serve students in outlying areas. Continuation High School allows students to learn at their own pace whether they need extra help or want to accelerate their learning.

Family Resource Centers are located at Casterlin, A.J. Johnson, Redway, and South Fork. Student and family support services are provided at each school by site-based teams including school nurses, counselors, and community-based service providers.

The dedication of our staff and the support of our community are what make our schools great. We encourage you to contact your school principal with any

concerns or any questions about programs and services. You can get additional information about Southern Humboldt Unified School District schools, programs and services by calling the School District Office at 943-1789.

Locations, Principals and Telephone Numbers

Administrative and Business Offices

110 School Rd
P.O. Box 650
Miranda, California 95553

Superintendent: Clifton Anderson 943-1789

Associate Superintendent
of Curriculum and Instruction: Susie Jennings 943-1789

Transportation Department

Transportation Supervisor: Donna Anderson 943-3148

Agnes J. Johnson Elementary School

K-5, 72 Students
73 School Road
P.O. Box 280
Weott, California 95571

Principal: Susie Jennings 946-2347

Casterlin Elementary School

K-8, 35 Students
24790 Alderpoint Road
Blocksburg, California 95514

Principal: Patrick Mayer 923-2526
Teacher In Charge: Stephanie Steffano-Davis 926-5402

Ettersburg Elementary School

K-3, 6 Students
4500 Ettersburg Road
Garberville, California 95542

School Telephone: 986-7677
Principal: Susie Jennings 943-1789

Osprey Learning Center

Independent Study and Continuation
K-12, 58 Students
159 Orchard Lane
Miranda, California 95553

Principal: Jim Stewart 943-3144

Redway Elementary School

K-6, 310 Students
344 Humboldt Avenue
P.O. Box 369
Redway, California 95560

Principal: Patrick Mayer 923-2526

South Fork Junior-Senior High School

8-12, 300 Students
6831 Avenue of the Giants
P.O. Box 188
Miranda, California 95553

Principal: Jim Stewart 943-3144

Whitethorn Elementary School

K-6, 67 Students
16851 Briceland/Thorn Road
P.O. Box 28
Whitethorn, California 95489

School Telephone: 986-7420
Principal: Susie Jennings 943-1789

GOALS FOR STUDENT LEARNING

Board Policy 0210

The Governing Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills in mathematics, computers, reading, language arts (including reading, oral and written communication), science, foreign languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
6. An awareness and understanding of the heritage, ideals and contribution of other cultures, races and countries.
7. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature.
8. A recognition of the importance of physical and mental health.
9. An ability to adapt and participate constructively in a changing society.
10. An understanding of the relationship of people and his/her environment.
11. Moral and ethical values based on the rights and responsibilities of individuals and their relationship to each other.
12. An awareness of those skills which will lead to successful parenting and a functional family life. (3/10/93)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

Board Policy 0410

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified

interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups.

The Superintendent or designee shall also provide information about related complaint procedures.

To the extent possible, the district's nondiscrimination policy shall be published in the individual's primary language. (7/11/00)

SCHOOL PLANS/SITE COUNCILS

Board Policy/Administrative Regulation 0420

The Governing Board encourages district employees, students, parent/guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the district's mission, accomplish the Board's adopted goals and/or comply with legal requirements.

The Superintendent or designee shall ensure that schools desiring to participate in state-funded school-based programs establish and maintain a school site council. Such councils shall be responsible for the development, review and modification of school plans within their program area and for other duties as prescribed by law.

When required for participation in state programs, school site councils shall be composed of the following:

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school, chosen by other such parents/guardians or community members chosen as representatives by such parents/guardians
5. In secondary schools, students attending the school, chosen by other such students.

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be

equal numbers of parents/guardians (or parent/guardian representatives) and students.

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provide the employee does not work at that school.

School site councils may function on behalf of other committees in accordance with law. (7/11/00)

SCHOOL-BASED PROGRAM COORDINATION

Board Policy 0420.1

In order to best serve students with special needs, as well as students participating in designated educational programs, the Governing Board encourages school-based program coordination as a means for achieving flexibility in the use of categorical funds received by each school. The Board believes that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group.

A school-site council shall be established at each school to consider whether or not it wishes the school to participate in school-based program coordination. All interested persons shall have an opportunity to meet in public to establish the site council.

Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population targeted by categorical funds. (7/11/00)

UNIFORM COMPLAINT PROCEDURES

Board Policy and Administrative Regulation 1312.3

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board encourages the early, informal resolution of complaints at the site

level whenever possible.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

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

Compliance Officer

The Governing Board designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

Superintendent

110 School Rd / PO Box 650

Miranda, California 95553

707/943-1789

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing

educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The report of the district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any; (5 CCR 4631)
2. The rationale for the above disposition; (5 CCR 4631)
3. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal; (5 CCR 4631, 4652)
4. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (5 CCR 4631; Education Code 262.3)
5. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was

informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. (3/14/02)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

Board Policy/Administrative Regulation 1312.1

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved effectively and rapidly without disrupting the educational process. The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential,

except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Complaint Procedures

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or the individual, and whether it should be resolved by the district's process for complaints concerning personnel, other district procedures or both.

The Governing Board shall annually review district policies and regulations related to complaints against district employees. (Education Code 35160.5)

In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints against district employees:

1. It shall be the responsibility of designated staff at each site to explain the District's complaint policy and offer to provide whatever help is needed, including the preparation of a written complaint. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, complaints concerning district employees should be made directly by the complainant to the person against whom the complaint is made. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.
2. If a complainant is unable or unwilling to resolve the complaint directly with the person involved, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. When a written complaint is received, the employee shall be notified in accordance with collective bargaining agreements.
4. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to a Board member or to the Superintendent shall be initially filed in writing with the Board.
5. A written complaint must include:
 - a. The name of each employee involved;
 - b. A brief but specific summary of the complaint and the facts surrounding it; and
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

6. The person responsible for investigating complaints will attempt to resolve the complaint to the satisfaction of the person(s) involved within fifteen (15) calendar days.
7. The complainant may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who will attempt to resolve the complaint to the satisfaction of the person(s) involved but no later than fifteen (15) calendar days from receipt of the appeal. Complainants should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint at the next regular Board meeting or at a special meeting held for that purpose.
8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not be limited to:
 - a. The name of each employee involved.
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the employee(s) as to the precise nature of the complaint and to allow the employee(s) to prepare a defense.
 - c. A copy of the signed original complaint.
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons.
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to present all available evidence and allow every opportunity for explaining and clarifying the issue.
11. Before the Board holds a closed session to hear complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session rather than closed session. This notice shall be delivered personally or by mail at least 24 hours before the time of the session, and the employee may request that the complaints or charges be heard in open session. Complaints concerning Board members shall be addressed in open session unless a closed session is warranted pursuant to Education Code 35146 or 48918 or Government Code 54957 or 54957.6. (Government Code 54957)
12. Any decision of the Board shall be final.

Complaints Regarding Child Abuse

When a complaint of child abuse is alleged, the district shall provide parents/guardians procedures for filing a child abuse complaint with the appropriate child protective agencies. Upon request, such procedures shall be written in the primary language of the parent/guardian, and the Superintendent or designee shall provide an interpreter if needed. (Education Code 48987)

Providing the above procedures to parents/guardians does not relieve mandated reporters from their duty to report suspected child abuse in accordance with law. (4/18/96)

SOLICITATION OF FUNDS BY AND FROM STUDENTS

Board Policy/Administrative Regulation 1321

The Governing Board recognizes that participation in fund-raising for nonprofit, nonpartisan charitable organizations can help students develop a sense of social responsibility.

When approved in advance by the Board, funds may be solicited or materials distributed for those nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law.

Solicitations on Behalf of the School

With the approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

The Superintendent or designee shall ensure that parents/guardians are informed of the purpose of all fund-raisers benefiting the school or school groups. After the fund-raiser is held, parents/guardians shall be told how much money was raised and how it was spent. Parents/guardians shall be encouraged to offer their suggestions for the use of money raised to improve school facilities or to finance supplementary educational experiences.

All Solicitations

Whether solicitations are made on behalf of the school or on behalf of another charitable organization, the Board particularly desires that no students shall be made to feel uncomfortable or pressured to provide funds. Staff is expected to emphasize the fact that donations are always voluntary. No students shall be barred from an activity because they did not participate in fund-raising.

Solicitation of Funds From and By Students

All selling or soliciting activities must be approved at least 15 days before the activity. If the event involves a contract with a commercial vendor, the contract shall be reviewed by the Superintendent or designee.

In order to minimize interruptions to regularly scheduled instruction, staff shall limit fund-raising activities to appropriate time periods designated by the principal.

The principal or designee shall ensure that letters are sent to parents/guardians regarding all fund-raising activities.

Individual awards or other incentives which identify donors/participants shall not be used.

In keeping with the concept that school-sponsored activities should raise social awareness as well as funds, at least one of each school's yearly fund-raisers shall be held for the benefit of a worthwhile humanitarian cause rather than to finance school trips or equipment.

No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

Students making solicitations on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses, whatever the outcome of the solicitation may be.

Door-to-Door Sales

8 CCR 11706, allows minors under 16 to engage in door-to-door sales only under the following conditions:

1. The minors must work in pairs, as a team, on the same or opposite side of the street.
2. The minors must be supervised by an adult, with one adult for every crew of ten or fewer minors.
3. The minors must be within the sight or sound of their adult supervisor at least once every 15 minutes.
4. The minors must be returned to their respective homes or meeting places after each day's work.

Letters sent to parents/guardians regarding such activities may include the following additional suggestions:

1. Students should not be out after dark selling or soliciting funds for school activities.
2. Students are not to sell or solicit funds outside of their immediate neighborhood.

Students in grades K-3 shall not be involved in any door-to-door sales or solicitations. (7/11/00)

ACCESS TO DISTRICT RECORDS

Board Policy 1340

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other statutes. (7/11/00)

INTRADISTRICT OPEN ENROLLMENT

Board Policy/Administrative Regulation 5116.1

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)
2. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912)
3. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but

not limited to, threats of bodily harm or threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official or social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist or marriage and family therapist.
 - b. A court order, including a temporary restraining order and injunction.
4. Priority may be given to siblings of students already in attendance in that school.
 5. Priority shall be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

Transportation

Except as required by 20 USC 6316, for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds. Priority for any such transportation shall be based on demonstrated financial need.

Enrollment under the No Child Left Behind Act

Within a reasonable amount of time, not to exceed 10 school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee.

The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Within 10 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, the Superintendent or designee shall notify parents/guardians of their option to transfer.

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed 10 school days, for the submission of parent/guardian requests.

The Superintendent or designee shall notify parents/guardians of their school assignment within 10 school days of the date that submissions are due. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as practicable. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Other Intradistrict Enrollment

To implement intradistrict open enrollment pursuant to Education Code 35160.5:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
2. Students of parents/guardians who submit applications to the district within the first two weeks of school shall be eligible for admission to their school of choice the following school year under the district's open enrollment policy.
3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the

current year.

4. The Superintendent or designee shall inform applicants by mail as to whether their applications have been approved, denied or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
5. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to apply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 48980)

1. All options for meeting residency requirements for school attendance;
2. Program options offered within local attendance areas;
3. A description of any special program options available on both an interdistrict and intradistrict basis;
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied;
5. A district application form for requesting a change of attendance;
6. The explanation of attendance options under California law as provided by the California Department of Education. (12/15/03)

CONDUCT

Board Policy 5131

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, and courteous and respectful towards their teachers, other staff, other students and volunteers.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers other students and/or staff;
2. Behavior that disrupts the orderly classroom or school environment;
3. Harassment of other students or staff;
4. Damage to or theft of property belonging to the district, staff or other students;
5. Possession, use or sale of alcohol, tobacco or other drugs;
6. Except with prior consent for health reasons, possession or use of electronic signaling devices;
7. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment;
8. Profane, vulgar or abusive language;
9. Plagiarism or dishonesty in school work or on tests;
10. Inappropriate dress;
11. Tardiness and unexcused absence from school; and
12. Failure to remain on school premises in accordance with school rules.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district rules and regulations. Students shall receive regular instruction regarding district and school rules and regulations related to conduct. Student who violate these rules and regulations may be subject to discipline including but not limited to suspension, expulsion or transfer to alternative programs. (7/11/00)

DISCIPLINE

Board Policy/Administrative Regulation 5144

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

Site-Level Rules

Rules for student discipline shall be developed at each school site. In developing these rules, each school shall solicit the participation, views and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. The rules shall be consistent with law, Governing Board policy and district regulations. Each school shall file a copy of the rules with the Superintendent or designee and Board.

These rules shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years.

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Recess restriction;
4. Detention during and after school hours;
5. Community service;
6. Reassignment to an alternative educational environment;
7. Removal from the class in accordance with Board policy, administrative regulation and law; and
8. Suspension and expulsion.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.

In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline. Transfer students and their parents/guardians shall receive such notice upon enrollment. (7/11/00)

SEXUAL HARASSMENT

Board Policy/Administrative Regulation 5145.7

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; and
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with

administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Definitions

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 gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a 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; or
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.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions;
2. 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, notes, stories, drawings, pictures or gestures;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class;
7. Massaging, grabbing, fondling, stroking or brushing the body;
8. Touching an individual's body or clothes in a sexual way;
9. Purposefully cornering or blocking normal movements; and
10. Displaying sexually suggestive objects.

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. (Education Code 48980; 5 CCR 4917)
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. (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 231.5)
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. (Education Code 231.5)
5. Be provided to employees and employee organizations.

Investigation of Complaints at School

(Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining;
 - b. The person accused of harassment;
 - c. Anyone who witnessed the conduct complained of; and
 - d. Anyone mentioned as having related information.
2. The student who is complaining shall have an opportunity to describe

- the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent or designee;
 - b. The parent/guardian of the student who complained;
 - c. If the alleged harasser is a student, his/her parent/guardian;
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth;
 - e. Child protective agencies responsible for investigating child abuse reports; and
 - f. Legal counsel for the district.
 4. When the student who complained and the alleged harasser 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.
 5. In reaching a decision about the complaint, the principal or 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 harassment by the alleged harasser; and
 - e. Evidence of any past harassment complaints that were found to be untrue.
 6. To judge the severity of the harassment, the principal 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 number of persons involved;
 - d. The age and gender of the person accused of harassment;
 - e. The subject(s) of harassment;
 - f. The place and situation where the incident occurred; and

- g. Other incidents at the school, including incidents of harassment that were not related to gender.
- 7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
- 8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
- 9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

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 staff inservice and student instruction or counseling.
- 3. Notifying parents/guardians of the actions taken.
- 4. Notifying child protective services.
- 5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

BEHAVIOR CONSEQUENCES GRADES K-6

BEHAVIOR CONSEQUENCES GRADES 7-12

PARENTAL INVOLVEMENT

Board Policy 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning.

Administrators and teachers should keep parents/ guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings. (7/11/00)

HOMEWORK

Board Policy 6154

Homework

The Governing Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/ guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/ guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to individual student needs and abilities.

The Superintendent shall ensure that each school site develops an effective homework plan in accordance with Board policy and administrative regulation.

Make-up Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable make-up schedule.

Teachers may require a suspended student to complete any assignments and tests missed during suspension. (Education Code 48913)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure. (7/11/00)

ABSENCE

Board Policy 5113

The Governing Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly.

Parents/guardians of children aged six to eighteen are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use any legal means to correct the problems of excessive absence or truancy.

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 46010.5, 48205)

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

Students in grades K-6 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-12 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness. (Education Code 46010)
2. Quarantine under the direction of a county or city health officer. (Education Code 46010)
3. Medical, dental, optometrical, or chiropractic appointments. (Education Code 46010)
4. Attendance at funeral services for a member of the immediate family. (Education Code 46010)
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out-of-state. (Education Code 46010)
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the immediate household of the student. (Education Code 45194, 46010)
5. Jury duty in the manner provided by law. (Education Code 46010)
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent. (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited to: (Education Code 48205)
 - a. Appearance in court;
 - b. Attendance at a funeral service;
 - c. Observation of a holiday or ceremony of his/her religion;
 - d. Attendance at a religious retreat, not to exceed four hours per semester; and
 - e. Attendance at an employment conference.
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302.
9. Participation in religious instruction or exercises in accordance with district policy: (Education Code 46014)
 - a. In such instances, the student shall attend at least the minimum school day.
 - b. The student shall be excused for this purpose on no more than four days per school month.

Method of Verification

When students who have been absent return to school, they shall present satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent-representative, or student if 18 or older. (Education Code 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent-representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appoints, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness must be verified by a physician.

Truancy

1. Students absent without a valid excuse for more than three days in one school year shall be classified as truant. Students who are more than 30 minutes tardy on three or more school days in one school year shall be classified as truant. Such students shall be reported to the superintendent. (Education Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following: (Education Code 48260.5)

- a. The student is truant.
- b. The parent/guardian is obligated to compel the student to attend school.
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290 et seq.

- d. The parent/guardian has the right to meet with appropriate school personnel to discuss the solution to the student's truancy.

If alternative educational programs are available in the district, the student's parent/guardian shall be so informed.

2. Any student who has been reported as truant and who is absent from school without a valid excuse for one or more days or tardy on one or more days shall again be reported to the superintendent. The parent/guardian will be notified again and advised that further unexcused absences may result in a referral to SARB. (Education Code 48261)
3. When a student is truant for the first or second time, an appropriate district staff member shall make every effort to hold at least one conference with the student and parent/guardian. Students reported as truant three or more times during the year shall be classified as habitually truant only if such a conference was attempted. The student then may be referred to SARB. (Education Code 48262)
4. Prior to the referral the school shall consider making use of every available means for achieving regular school attendance, including:
 - a. Program changes;
 - b. Referral of family to community agency;
 - c. Referral to school psychologist or student study team;
 - d. Conferences with parent/guardian, student and staff, including informing the student about the provisions of Vehicle Code 13202.7, authorizing the suspension or delay of driving privileges for habitual truants who are wards of the court;
 - e. Modified day;
 - f. Independent study;
 - g. Special school projects, special programs;
 - h. School furlough;
 - i. Work-experience education;
 - j. Alternative education; and
 - k. Referral for health checkup, medical examination.
5. The district shall inform the appropriate probation or parole officer whenever a student whom the county juvenile court has judged to be a habitual truant or habitually insubordinate or disorderly during attendance at school is reported as truant from school one or more days or tardy on one or more days without a valid excuse during the same or a succeeding school year. (Education Code 48267)

6. When notified by the juvenile court that a student must attend school as a condition of probation, the Superintendent or designee shall so inform the principal or designee of the school the student attends. The principal or designee shall disclose the information received about the student to no other person except as required by law. If such a student is truant or demonstrates habitual insubordination, the principal or designee shall so inform the juvenile court and the student's probation officer within ten days. (7/11/00)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Board Policy/Administrative Regulation 5141.21

The Governing Board recognizes that students may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health.

When the district has received written statements from the student's physician and parent/guardian, designated personnel shall assist the student in taking the medication. In addition, upon written request, designated personnel may assist the student in monitoring, testing or other treatment of an existing medical condition. (Education Code 49423)

Before a designated employee assists in the administration of any prescribed medication to any student during school hours, the district shall have:

1. A written statement from the student's physician detailing the method, amount and time schedules by which the medication is to be taken; and
2. A written statement from the student's parent/guardian requesting the district to assist the student in taking the medication as prescribed by the physician.

Parents/guardians shall be asked to provide a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's identification, name of the physician, and dosage of the medication to be given. (2/26/98)

BUS CONDUCT

Board Policy/Administrative Regulation 5131.1

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. Denial of food and beverage privileges is subject to driver discretion with the exception of glass containers.

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. The Governing Board shall make these rules available to parents/guardians and students.

Video cameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. The Board believes that such monitoring will deter misconduct and help to ensure the safety of students and staff. Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with district policy and regulations.

At the discretion of the Superintendent or designee, school bus video recordings also may be used to resolve complaints by students and/or parents/guardians and to help employees maintain discipline.

The Southern Humboldt Unified School District Governing Board has adopted rules and regulations to assist students in understanding their responsibilities while riding buses of the school district. These rules will assure safe and proper travel to and from school and are to be observed while riding the bus and waiting at school bus stops. The following student actions constitute violations of the established rules and regulations.

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not willfully obstruct the aisle with their legs, feet or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers. Students shall not bully or harass other students, use vulgar or obscene language, or incite fighting by words or actions.
6. Serious safety hazards can result from excessive noise or behavior that distracts the driver. Yelling, whistling, scuffling, throwing objects, eating,

drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.

7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus.
10. Riders should be alert for traffic when leaving the bus.
11. Items not permitted on campus may not be transported on the bus.

Bus drivers shall not deny transportation except as directed by the principal.

Authority of bus driver (Section 14263 California Administrative Code Title 5) states:

1. Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. A bus driver shall not require any student to leave the bus en route between home and school or other destinations.
2. The Board shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents/guardians, teachers, and other interested parties.

Penalties for infraction of established rules are listed below and shall be administered by the school principal:

1st offense: - Warning or possible bus riding suspension for up to 3 days.

2nd offense: - 3 days to 3 weeks bus riding suspension.

3rd offense: - 3 weeks to 6 weeks riding suspension.

4th offense: 6 weeks to balance of year riding suspension.

Extreme Behavior: Any behavior that endangers the life or safety of students and drivers riding a school bus. (Same as 4th offense.) (4/7/94)

(Please note: All district policies and regulations dealing with student discipline, suspension and expulsion are available at the school district office or from any school principal.)

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