

Amador Public Schools Annual Parent Notification

Elementary School

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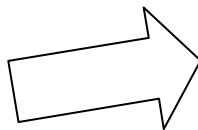
Assistant Superintendent of Curriculum and Instruction
Amador County Unified School District
Amador County Office of Education
217 Rex Avenue
Jackson, CA 95642

This book serves as the Amador County Unified School District/Amador County Office of Education's Annual Notification to Parents

Please remove and sign the last page of this booklet and return it to your child's teacher.

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DEAR PARENT/GUARDIAN:

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 32390, 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STUDENT DISCIPLINE

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

HAZING PROHIBITION (EC §48900(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

DRESS CODE/GANG APPAREL (EC §35183): The district is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the

school day in his or her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment and to display such policies in a prominent location and include it in orientation for employees and students.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256): Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents receive a copy. (Available at www.amadorcoe.org or at the District Office).

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students").

Parents, or an eligible student, may review individual records by making a request to the principal. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page within 5 business days of the request. District policies and procedures relating to: location of, and types of, records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232(g)).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073): The district also makes student *directory information* available in accordance with state and federal laws. This means that each student's name, birth date, birthplace, address, telephone number, major course of study, participation in school activities, dates of attendance, awards, and previous school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations

(other than employers, potential employers or the news media). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification.

RELEASE OF INFO TO MILITARY SERVICES REPS / RELEASE OF TELEPHONE NUMBERS (EC §49073.5; 20 USC §7908(a)(2)): Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

STUDENT USE OF TECHNOLOGY AND THE INTERNET: Online Services/Internet Access – The Board intends that the Internet and other online resources provided by the district be used to support the instructional program and further learning. The Superintendent or designee has established regulations governing student access to technology that are age appropriate. These policies are available at the District Office, online at www.amadorcoe.org or by calling 257-5353. These regulations prohibit access to harmful matter on the Internet which may be obscene or pornographic and preclude other misuses of the system. In addition, it is established in the regulations that users have no expectation of privacy and that district staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by district rules shall be subject to disciplinary action, revocation of the user account and legal action as appropriate. Because the Internet contains an unregulated collection of resources, the district cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Therefore, before using the district's online resources, each student recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the district's schools and classes. The parent/guardian shall sign and return the District's Online Communication Service and Conditions Student Contract form. This contract shall specify user obligations and responsibilities and shall indemnify the district from any damages. The parent/guardian shall agree to not hold the district responsible for materials acquired by the student on the system, for violations of copyright restrictions, users' mistakes or negligence or any costs incurred by users. Staff shall supervise students while using online resources and may ask teacher aides and student aides to assist in this supervision. The Superintendent or designee shall establish administrative regulations governing use of the district's online services. The Superintendent shall ensure that users have no expectation of privacy and understand that district staff may monitor or examine

all systems. Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account and/or legal action as appropriate.

HIGH SCHOOL EXIT EXAM (EC §§48980(e) and 60850): Pupils completing the 12th grade will be required to successfully complete the high school exit exam. The exam may not be administered to students not receiving adequate notice.

WHAT CAHSEE COVERS: The exam consists of two parts: (1) English-language arts (reading and writing) and (2) mathematics. All questions are aligned to California content standards adopted by the State Board of Education. Content standards describe what students should know and be able to do at each grade level from kindergarten through grade twelve. Your school district can provide you with information on the content standards assessed by the CAHSEE, or you can download the CAHSEE test blueprints located on the [CDE Web site](#).

REQUIREMENTS FOR PASSING THE CAHSEE: Students must earn a score of 350 or higher on each part of the CAHSEE (English-language arts and mathematics) to pass the exam. Students do not need to pass both parts of the exam during the same administration in order to satisfy the CAHSEE requirement.

ACCOMMODATIONS AND MODIFICATIONS: Regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's individualized education program (IEP) or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed but may be eligible for a waiver of the CAHSEE requirement. Parents or guardians must ask the school principal to submit a waiver on behalf of their student. More information on accommodations, modifications, and the waiver process can be found on the [CDE Web site](#).

TEST VARIATIONS FOR ENGLISH LEARNERS: English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary. Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code* Section 60852). During this time, they are still required to take the CAHSEE. All students must pass the CAHSEE in English to receive their high school diploma.

GRADUATION REQUIREMENTS: All California public school students must satisfy the CAHSEE requirement, in addition to meeting all other state and local requirements, to receive their high school diploma. Students with disabilities and English learners must also satisfy the CAHSEE requirement.

For the latest information regarding the CAHSEE, please visit the [CDE Web site](#). If you have any further questions about the CAHSEE, please contact our district office during regular school hours at (209-257-5334).

COLLEGE ADMISSION REQUIREMENTS & CAREER TECHNICAL EDUCATION (EC §§ 5122, 48980): *College Admission Requirements:* The University of California (UC) and the California State University (CSU) have established common high school course requirements for undergraduate admission. Students who take these courses and meet other specified criteria are eligible to apply and be considered for admission. The following list is commonly referred to as the “A-G” requirements: (1) two years of history/social science; (2) four years of college preparatory English or language instruction; (3) three years of college preparatory mathematics; (4) two years of laboratory science; (5) two years of the same language other than English; (6) one year of visual and performing arts; and (7) one year of college preparatory electives.

Websites: The following UC and CSU web sites help students and their families learn about college admission requirements, and also list high school courses that have been certified for undergraduate admission:

UC: www.universityofcalifornia.edu/admissions/undergradadm/pathstoadm/

CSU: www.csumentor.edu/planning/highschool/subjects.asp

Career Technical Education: The California Department of Education defines “career technical education” as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education and regional occupational centers and programs, among other educational programs.

Website for Career Technical Education: Students can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct/

Counseling: Your child has the right to meet with a school counselor for help in choosing courses that will meet college admission requirements, or enrolling in career technical education courses, or both. To contact your child’s school counselor please contact: Amador High School-(209) 257-7342, Argonaut High School- (209) 257-7751 and Independence High School (209) 257-5100.

HIGH SCHOOL CURRICULUM: NOTIFICATION REGARDING COLLEGE PREPARATORY COURSES (EC §51229): Districts are required to provide parents or guardians of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076 and 49077): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (H&SC §124085): Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451): A child may be exempt from physical examination whenever the parents file a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

VISION APPRAISAL (EC §49455): The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the district is required to provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

TYPE 2 DIABETES INFORMATION (EC §49452.7): Requires type 2 diabetes information be provided to all parents and guardians of incoming seventh grade students beginning July 1, 2010. This information is distributed via the school sites.

PUPILS INSURANCE FOR ATHLETIC TEAM (EC §32221.5): "Under state law school districts are required to ensure that all members state law school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by contacting the California Healthy Families at 1-800-880-5305.

PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558): Needy children may be eligible for free or reduced price meals. Details are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public

school choice and supplemental educational services pursuant to the federal No Child Left Behind Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

COMMUNICABLE DISEASES (EC §49403): The district is authorized to administer immunizing agents to pupils, whose parents have consented in writing, to the administration of such immunizing agent.

MEDICATION (EC §49423): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472): The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district where the student receives care if an individualized instruction program is desired.

CONTINUING MEDICATION REGIMEN (EC §49480): Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. (**See attached form.**) With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must provide for the use of sunscreen by students during the school day by an established policy.

ASBESTOS (40 CFR 763.93): The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office.

USE OF PESTICIDES (EC §§17612 and 48980.3): School districts are required to inform parents about the use of pesticides on school grounds. Pesticides used at each school site in the district are Round-up and Premise #75. Department of Pesticide Regulation pursuant to Food and Agriculture Code section 13184 for access to information on pesticides and pesticide use reduction, and the parent option to register to receive

notification of individual pesticide applications at the school facility is online at www.cdpr.ca.gov.

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The Site Council is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The Site Council shall notify specified persons and entities in writing.

NOTICE OF COMPLIANCE (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

TOBACCO FREE SCHOOLS (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): Children who will have their 5th birthday on or before Dec. 2 of the school year shall be admitted to kindergarten at the beginning of that school year. Students turning 5 after Dec. 2 but during the school year may be admitted with informed parent consent subject to board approval.

PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

ENGLISH LANGUAGE EDUCATION (EC §310): State law requires that all students be taught English by being taught in English. However, this requirement may be waived by parents with prior written informed consent, which shall be provided annually, under specified circumstances. See your school principal for further information.

STATE FUNDED ADVANCED PLACEMENT EXAMINATIONS (EC §48980(k)): State funds may be available to cover the costs of advanced placement examination fees pursuant to EC §52244.

SPECIAL EDUCATION (IDEA): State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils

with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards are available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301): Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

SPECIAL EDUCATION COMPLAINTS (5 CCR §3080): State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

SECTION 504/DISABLED PUPILS (Section 504 of the Rehabilitation Act of 1973): Federal law requires districts to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act. All students with disabilities are entitled to a free and appropriate education and effective access to all school programs and facilities. Parents have the right to initiate a referral for assessment to identify students (ages 0-21 years) who may need assessment for special education services, or accommodations or services under Section 504 of the Rehabilitation Act of 1973 or Individuals with Disabilities Education Improvement Act (IDEIA). Contact the school principal for assistance in initiating a referral, which must be in writing. Parents who disagree with the identification, placement, services, or accommodations for students may appeal through an informal or formal hearing process. For information contact the Office of Curriculum and Instruction 209-257-5334.

STATEMENT OF NONDISCRIMINATION (Title VI Civil Rights Act of 1964): The district is required to have a policy of nondiscrimination on the basis of race, color, national origin, sex, age, or disability. This policy requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request.

FINGERPRINTING PROGRAM (EC §32390): Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. Homeless liaison: Assistant Superintendent of Curriculum and Instruction, 209-257-5339.

SEX / HIV / AIDS EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION/HIV AND AIDS PREVENTION (EC §51938): Districts shall annually notify parents about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. You will be notified prior to the commencement of any such instruction as to whether the instruction will be taught by district personnel or by outside consultants in class or during an assembly. A copy of the law pertaining to such instruction is available upon request from the district. You may request in writing that your child not receive comprehensive sexual health education and/or HIV/AIDS prevention education. The law also authorizes the district to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The district must notify you in writing before any such test, questionnaire, or survey is administered and provide you with an opportunity to review the test and request in writing that your child not participate.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240): Upon written request of a parent, students shall be excused from the part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(h)) requires all school boards to inform each student's parents at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives:

The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and

ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.

- A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside of the District in Which Parent Lives:

Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315): The law allows, but does not require, each school district to become a “district of choice” – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a “district of choice” it must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a “random and unbiased” process, which generally means a lottery process. If the district chooses not to become a “district of choice”, a parent may not request a transfer under these provisions. Other provisions of the “district of choice” option include:

- Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- Communications to parents or guardians by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics.
- No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions.
- Siblings of students already attending school in the “district of choice” and children of military personnel must be given transfer priority.
- A parent may request transportation assistance within the boundaries of the “district of choice”. The district is required to provide transportation only to the extent it already does so.

Option 2: Other Interdistrict Transfers (EC §§46600 et seq.): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of

up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent or legal guardian live or the district in which the parent or legal guardian works may prohibit the student’s transfer if it is determined that there would be a negative impact on the district.
- The district in which the parent or legal guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

Open Enrollment Act (EC § 48350 et seq.)

Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the District, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents/guardians at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

- (1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

- (2) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (3) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- (4) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (5) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the *County Superintendent of Schools, the administrative office of this district, and the principal's office in each attendance area* shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs in each district.

EXCUSED ABSENCES (EC §48205): Students may be absent for justifiable reasons and may complete missed assignments.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(j)): No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 for missed assignments/tests that can reasonably be provided/completed. (*See Conduct Code.*)

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the start of school. The 2010-2011 School Calendar is available on the district website: www.amadorcoe.org or your school site's office

MISCELLANEOUS

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION (EC §49091.18): Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

SEX EQUITY IN CAREER PLANNING (EC §221.5(d)): Parents shall be notified in advance of career counseling and course selection commencing with course selection in

Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education):

Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §§32255 et seq.):

Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

NO CHILD LEFT BEHIND ACT OF 2001 (20 USC §§6301 et seq.): Under the NCLB act, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of limited English proficient students regarding limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English proficient students.
- **Program Improvement Schools:** Parents shall be notified when their child's school is identified a "program improvement" school and the opportunities for school choice and supplemental instruction.
- **Non-Release of Information to Armed Forces Recruiters:** Upon written request, parents may direct that their student's name, address and telephone listing not be released without prior written parental consent.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the No Child Left Behind Act shall be sent separately.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. A copy of the district's policy is available upon request as well as located herein.

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): Districts are required to provide safety regulations to all new students.

MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

VISITORS/OUTSIDERS ON CAMPUS (Administrative Regulation 1250): The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)
Visits during school hours should be first arranged with the teacher and principal. At least a 24-hour notice of the request to visit is preferred.
Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Outsider Registration

Any person other than the following is considered an outsider and required to register upon entering school premises during school hours: (Penal Code 627.1, 627.2, Evidence Code 1070). All persons not employed by ACUSD and assigned to the campus must sign in at the appropriate school site office. Students not enrolled at the school site are expected to check in to receive permission to be on campus.

Registration Procedure

In order to register, outsiders shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Denial of Registration

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, district employees, elected public officials, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's

presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4) (cf. 3515.2 - Disruptions)

2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or designee or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or designee or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or designee shall be held within seven days after receipt of the request. (Penal Code 627.5)

(cf. 1312.1 - Complaints Concerning District Employees)

AMADOR COUNTY USD/COE ~ Jackson, California

Regulation approved: September 8, 1999 ~ Revised July 2009

EDUCATION CODE SECTION 48205

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to his or her illness. (2) Due to quarantine under the direction of a county/city health officer. (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered. (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and,

upon satisfactory completion within a reasonable period of time, shall be given full credit . The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil".

Please sign and return the last page of this book!

Amador Public Schools Code of Conduct

Students in Amador County Unified School District/Amador County Office of Education, like members of any community, have both rights and responsibilities. It is the obligation of the school district to protect those rights and insist upon those responsibilities.

The purpose of this Conduct Code is to insure that all students understand their rights and responsibilities, the consequences of violations of school rules, and the procedures for dealing with violations.

Code of Conduct: Student Responsibilities

WHAT ARE "RESPONSIBILITIES"?

There are some things you should do without being told. Things people should do without being told are called responsibilities.

Here are your important responsibilities:

1. **DO NOT PREVENT OTHERS FROM LEARNING:** Parents send their children to school to learn. If you prevent others from learning by bothering them, or keep the teacher from performing his/her job, you have taken something important from them.
2. **COME TO SCHOOL UNLESS YOU ARE SICK:** California law says you must go to school unless you are sick. The reason for this law is to be sure that all children have a chance to get an education. If you miss too much school, you will not be able to learn the things you need to know.
3. **BE ON TIME FOR SCHOOL AND CLASSES:** If you are late for school in the morning, you miss things you need to know. The teacher has to stop what she or he is doing to help you get started. This keeps the teacher from helping all the students. This is also true if you are late after recess and lunch.
4. **FINISH YOUR SCHOOL WORK:** Most of the work you are given at school can be done in class. Sometimes you will have to do some school work at home. You should do all the work given to you. You should feel free to ask your teacher questions about any assigned homework.
5. **TAKE CARE OF SCHOOL PROPERTY:** You have a responsibility to take care of our school. The buildings, the books, everything in your school belongs to all of the people in Amador County. If something belongs to everyone, everyone must help take care of it. If these things are destroyed or damaged, it means students or the parents must spend money to replace them.
6. **HELP MAKE SCHOOL A GOOD PLACE TO BE:** It is one of your responsibilities to help make school a good place for everyone. School is a place where good things happen to people. Students make new friends, they are treated with respect, and they learn things which will help them the rest of their lives.
7. **PRACTICE SPORTSMANSHIP:** Sportsmanship means taking turns, staying calm, playing by the rules, letting others play in the game, playing safely and being a good winner as well as a good loser.
8. **BE A PROBLEM SOLVER:** When you have a problem, here are some things you can do:
 - Talk it over -- listen.
 - Find another activity.
 - Say -- "I'm sorry."
 - Take turns.
 - Share.
 - Ignore it.
 - Ask for help.
 - Use words before fighting.

DISCIPLINARY POLICY –

PRINCIPLES AND PROCEDURES IN SCHOOL DISCIPLINE

Amador County Unified School District has a system of rules and regulations which we call our discipline policy. This policy is necessary to protect the rights of students and staff. This policy has its legal basis in the laws of the State of California (Education Code, Health & Safety Code and the Penal Code) and the rules and regulations of the Amador County Unified School District set forth in Board Policy and Administrative Regulations. It is the responsibility of each student to know the rules and follow them. Failure to follow these rules will result in certain consequences.

The Education Code provides the following language to explain when students are under the jurisdiction of the school or school district:

A student may not be suspended or expelled for any of the acts in the Education Code unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or principal or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in the Education Code and related to school activity or attendance that occur at any time including, but not limited to, any of the following:

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

CLASSROOM RULES:

Each teacher will carefully outline reasonable limits or rules for his/her classroom, present these in writing to his/her students, post them where they can easily be seen, and consistently enforce them.

SUSPENSION AND EXPULSION

STUDENT DUE PROCESS

DUE PROCESS: No student may be suspended or expelled for alleged misconduct without due process. "Due Process" generally means notice of the alleged misconduct and an opportunity to respond.

STUDENTS ARE GENERALLY ENTITLED TO:

1. Oral or written notice of the charges.
2. An explanation of the evidence.
3. An opportunity to present his/her side of the story.

PARENTS ARE GENERALLY ENTITLED TO:

1. An attempt from a school employee to contact the parent in person or by telephone.
2. Written notice of the suspension within one school day of the suspension.
3. The parent and/or student may obtain school records pertaining to the suspension.

SPECIAL EDUCATION STUDENTS:

1. If your student is enrolled in a Special Education program, he or she may also be suspended or expelled under these procedures after certain meetings and determinations are made. This process is covered in Board Policy 5144.2. A suspension of special education students (up to 10 days) is generally treated the same as for other students.
2. Special Education students may be expelled if
 - a. Manifestation IEP team meeting is held *and*
 - b. The team determines that the misconduct was not caused by or was not the direct manifestation of the student's handicap *and*
 - c. The team determines that the student is appropriately placed.

EXTRA-CURRICULAR OR SCHOOL ACTIVITIES: When a student is suspended or expelled, he or she is not allowed to participate in extra-curricular or school activities during the period of the suspension/expulsion. If the student is in 8th or 12th grade and suspended within the last 30 days of school, the Principal may determine whether the student is eligible to participate in the promotion/graduation ceremony.

CONSEQUENCES for STUDENT MISBEHAVIOR [Education Code 48900]

Expulsion is the removal of a student from all schools in the Amador County Unified School District for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

The Amador County Unified School District has long maintained a "zero tolerance" policy that is supported by state law. State law mandates the Board of Education expel students for:

- Possession, sale or furnishing of a firearm
- Brandishing a knife
- The sale of drugs
- Committing or attempting to commit a sexual assault or battery
- Possession of an explosive

For expulsions please refer to Ed Code 48915 and 48900. Copies are available at your school sites.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend for up to five days. A teacher may suspend for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain circumstances.

There are two kinds of suspension:

- On-campus suspension
- Home suspension

Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may however, be required to complete assignments and tests which will be made available to them through an intermediary.

Detention is the assignment of a student to a supervised area for a specific time before or after school, at lunch, or during Saturday school.

School Attendance Review Board (SARB) reviews student(s) attendance and disruptive behavior. Students may be referred to SARB for habitual truancy, irregular attendance, habitual insubordination,

or disorderly conduct at school. SARB may direct a student to take part in community services. SARB may involve the District Attorney, County Probation Department, Sheriff's Department, City Police Department, and County Health and Human Services in a student's case. SARB may transfer the student to another school or to an alternative education program.

The Search and Seizure Policy governs the district's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12 school officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

- General inspections of school properties such as lockers and desks may be conducted on a regular, announced basis. Any items in a locker shall be considered to be the property of the student whom the locker was assigned
- To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors
- The district may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or district policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

THE CALIFORNIA EDUCATION CODE

A student shall not be disciplined, suspended, or recommended for expulsion unless the superintendent, a designee, or the principal of the school in which the student is enrolled determines the student has violated one or more parts of the Code of Conduct.

A student may be disciplined, suspended or expelled for acts enumerated in the Code of Conduct that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, while going to, or coming from a school sponsored activity

The following identifies the sections of the California Education Code that govern student conduct and the consequences in the Code of Conduct may be applied. Most violations allow for a range of disciplinary responses within the educational system. Some consequences may occur simultaneously. Additionally, certain violations overlap California Penal Code and may have consequences within the juvenile/adult court systems.

The District Shall Recommend Students for Expulsion for Any of the Following Acts

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

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

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

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the schoolsite attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school

grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspendable Offences with the Possibility of Expulsion

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

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

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

MORE EXPLANATION: OTHER CAUSES FOR SUSPENSION AND/OR RECOMMENDATION FOR EXPULSION

If the offense is sufficiently serious, suspension from class or school will result immediately, and/or a referral to an alternative placement program may be made and/or a recommendation for expulsion if other means of correction fail to bring about proper conduct.

ASSAULT/BATTERY (See also FIGHTING) [EC 48900(a) and 48915(a)]

ASSAULT: (PC 240) An unlawful attempt coupled with a present ability to commit a violent injury on the person of another.

BATTERY: (PC 242) Any unlawful use of force or violence upon the person of another.

Disciplinary Action – Immediate suspension for up to 5 days; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

BUS MISCONDUCT (SCHOOL BUS) [EC 48900 K, BP/AR 5131.1]

Any misconduct on a school bus or bus stop may be treated the same way as if it occurred on a school campus.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Parent notification by Transportation; student conference with principal or designee. *
2	Parent/student conference. Bus suspension for 2 days. *
3	Parent/student conference. Minimum of 5 days bus suspension; possible year long bus suspension.

**Any serious violation could result in a maximum disciplinary action on the first offense.*

CHEATING [EC 48900 K]

Including but not limited to copying the work of others and submitting it as their own, or securing and using examination answers in a dishonest way.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Conference with student. Teacher to contact parents. Failing grade on assignment. *
2	One day suspension. Failing grade on assignment. *
3	Up to 5 days suspension. Student receives failing grade in subject area.

**Any major offense (i.e. theft of test) will result in maximum penalty.*

A Word About Academic Fraud and Plagiarism

The definition of plagiarism is simple: to plagiarize means to steal or pass off the ideas or words of another's as your own. It is stealing, it is cheating and it is unacceptable. This applies to any written work...including internet articles. It is absolutely against school rules and district policy to copy something out of a book or magazine or journal or any other printed source and pass it off as your own. It is also unacceptable and against district policy to represent internet work as your own. ***This means no cutting and pasting of any kind.***

A good rule of thumb is: if you cut and paste **anything** you must use quotation marks, reference where the work came from and list the author. This applies to cutting and pasting even when you change words around. This is still not your work and you must cite the source. Do not cut and paste and try to pass it off as your own. Ever.

Plagiarism is stealing and it is academic fraud and students who engage in academic fraud will be subject to authorized penalties at the discretion of the instructor of record in the class and/or the site administration. Penalties may range from an adjusted grade on the particular exam, paper, project, or assignment, to a failing grade in the course to suspension and/or expulsion.

CLOTHING, GROOMING, OR APPEARANCE [EC 48900(k), 48907, 48950, 35183, BP/AR 5132 and 5136]

Students shall not exhibit any dress, grooming, or appearance which disrupts, or tends to disrupt, the education process, or affects the health or safety of individuals. Clothing must not reveal breasts and/or cleavage, gluteal fold, buttocks, midriff, belly, lower back or any undergarments, including undershirts. All apparel and accessories shall be safe and free of writing, pictures, insignias or symbols that:

- a. are crude, vulgar, profane, sexually suggestive;
- b. advocate negative prejudice concerning race, ethnicity, gender identity, or religion;
- c. advocate the use of tobacco, drugs and/or alcohol;
- d. are affiliated with gang involvement.

School administration and staff may impose additional dress requirements to accommodate certain sports, classes (e.g. shop classes) and special school activities (including, but not limited to, promotion exercises and award ceremonies).

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed as needed and updated whenever related information is received.

Disciplinary Action:

First Offense: Warning, plus correction at school and a phone call home. Accessories will be collected and student may them pick up at the end of the day.

Second Offense: Letter and call home, plus correction at school; detention or remain in office for the rest of the day. Accessories: collected, may be retrieved by parent.

Third Offense: Letter and call home, plus correction; one-day suspension (Ed Code 48900). Accessories may be retrieved by parent or student at end of school year.

DAMAGE TO PROPERTY [EC 48900(f) and (k)]

Caused or attempted to cause damage to school property or private property. The parent/guardian shall be liable for all damages caused by the student.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested; restitution by parent and student; notification of law enforcement.
2	Up to 5 days suspension; restitution by parent and student; may result in recommendation for possible expulsion; notification of law enforcement.

DEFIANCE [EC 48900 K]

Willful disobedience, open and persistent defiance of the authority of the teacher or other school personnel.

Disciplinary Action: Up to 5 days suspension; parent/student conference requested; further incidents may result in recommendation for expulsion.

DISRESPECT [EC 48900 K]

Insulting, abusing, or being disrespectful of teachers or other school personnel.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference result in recommendation for expulsion.

DISRUPTION [EC 48900 K, PC 602.9, 148.1, 626 et seq.]

Willful disruption of the school, or interfering with the peaceful conduct of school activities.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference result in recommendation for expulsion.

DISRUPTIVE ITEMS [EC 48900 K]

Students are not allowed to possess any disruptive items such as radios, tape players, skateboards, roller blades, laser pointers, pagers or other items a school administrator identifies as disruptive. (The only exception would be if the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred to by the principal or the designee of the principal).

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; further incidents may result in recommendation for expulsion.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Confiscation of object; parent may pick up object at school; if illegal object it may be turned over to law enforcement.
2	Up to 5 days suspension; parent/student conference requested.

DRIVING PRACTICES – UNSAFE [EC 48900 K]

Unsafe driving practices include but are not limited to the exhibition of speed, reckless driving, unsafe speed for conditions, disregard for the safety of others while driving a car, truck, motorcycle, bicycle or other vehicle.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; notification of law enforcement; may result in loss of driving or parking privileges on campus.

DRUG PARAPHERNALIA [EC 48900 J, Health & Safety Code 11014.5, 11364.7]

Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia; including, but not limited to roach clips, bongs and pipes designed for ingesting, inhaling or introducing marijuana or other controlled substances into the body.

Disciplinary Action - 5 days suspension; confiscation of paraphernalia; parent/student conference requested; notification of law enforcement; may result in recommendation for expulsion.

ELECTRONIC SIGNALING DEVICE (PAGER) [EC 48900 K, 48901.5, BP 5131.6]

No student is allowed to possess or use any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, without prior consent of the principal.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Warning to student; confiscation of device; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion; law enforcement notified.

NOTE: Confiscated object may be sent to the appropriate law enforcement agency or may be returned to parent, not the student.

FAILURE TO IDENTIFY ONESELF OR GIVING FALSE INFORMATION TO SCHOOL PERSONNEL [EC 48900 K]

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 3 days suspension; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference requested.

FIGHTING (See also Assault and Battery) [EC 48900 (A) 48915(a), PC 415.5]

Mutual combat in which both parties are responsible and at fault.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Suspension for up to 5 days; parent/student conference requested; may result in law enforcement notification.
2	Suspension for 5 days; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

FIRE-SETTING OR ATTEMPTED FIRE SETTING [EC 48900 (f) (k), PC 148.4, 450, 451.452]

Including but not limited to the activation of false alarms or tampering with emergency equipment.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; restitution of damages is required; notification of fire department and/or law enforcement; may result in recommendation for expulsion.

FIRECRACKERS, FIREWORKS, OR EXPLOSIVE DEVICES SUCH AS AMMUNITION OR FLARES [EC 48900 B, 48915(a)]

Possession and/or use of these devices will result in disciplinary action.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested; may result in law enforcement or fire department notification.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement and/or fire department.

FORGERY [EC 48900 K]

Falsifying or altering school correspondence, passes or re-admits or participation in same.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 3 days suspension; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion.

GAMBLING [EC 48900 K]

Participation in or being present where gambling and wagering for money is taking place.

Disciplinary action—Up to 5 days suspension; parent/student conference requested; further incidents may result in recommendation for expulsion and/or notification of law enforcement.

HATE VIOLENCE [EC 48900.3, 233, Penal Code 422.6]

A student shall not, by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person because of the other person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation or because he or she perceives that the other person has one or more of those characteristics. A student also shall not knowingly deface, damage or destroy the real or personal property of any other person for the purpose of intimidating or interfering with the rights or privileges due to the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation or because he or she perceives that the other person has one or more of those characteristics.

Disciplinary Action—Up to 5 days suspension; parent/student conference; may result in recommendation for expulsion and/or notification of law enforcement.

HAZING [EC 32050, 32051, 48900.4]

Engaging in or having any part in hazing or committing any act that injures, degrades, or disgraces any other person attending the school.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested; may result in notification of law enforcement.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

HARASSMENT/INTIMIDATION [EC 48900.4]

Intentionally harassing, threatening, or inhibiting a student or group of students which has the effect (or expected effect) of disrupting class work, creating disorder and creating an intimidating or hostile educational environment.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion.

HARASSMENT OF A WITNESS [EC 48900 O]

Harass, threaten, or intimidate a student who is a complaining witness or witness in a school disciplinary hearing for the purpose of either preventing that student from being a witness or retaliating against that pupil for being a witness or both.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion.

LEAVING THE SCHOOL CAMPUS WITHOUT AUTHORIZATION [EC 48900 K]

Disciplinary Action—Up to 5 days suspension or other school site discipline; parent/student conference requested.

PROFANITY OR OBSCENE ACTS [EC 48900 I]

Engages in habitual profanity or vulgarity, either verbally, visually or in writing, or commits an obscene act.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 3 days suspension; parent/student conference requested.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion.

RACIAL HARASSMENT OR DISCRIMINATION (See also Harassment, Hate Violence above)

A student wishing to file a complaint alleging racial harassment or racial discrimination may contact the District Non-Discrimination Coordinator at 223-1750 for information, procedures and assistance.

REPLICAS OF DANGEROUS OBJECTS [EC 48900 K, M, 48915(a)]

Students are not allowed to possess any replicas for dangerous objects on campus without written permission from a certificated school employee, and concurring permission by the principal or the designee of the principal.

NOTE: Toy guns are considered objects of a dangerous nature.

Disciplinary Action—Up to 5 days suspension; removal from Commencement; denial of participation in any other school sponsored activities for the remainder of that school year.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Confiscation of item; parent/student conference requested; notification of law enforcement.
2	Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

SEXUAL ASSAULT OR SEXUAL BATTERY [EC 48900 N, 48915(c), PC 243.4, 261, 266c, 286, 288, 2882 289]

Committing or attempting to commit sexual assault or committing a sexual battery as defined by Penal Code including, but not limited to rape, lewd acts and sexual acts against a person's will.

SEXUAL HARASSMENT [EC 212.5, 48900.2, BP/AR 5145.7]

Makes unwelcome sexual advances, requests for sexual favor, and/or engaging in verbal, visual or physical conduct of a sexual nature.

Disciplinary Action—Counseling; depending on the nature of the offense, may result in suspension up to 5 days; parent/student conference requested; may result in recommendation for expulsion.

STEALING (THEFT) [EC 48900 G]

Taking, leading, driving or carrying away of property belonging to another person with the intent to deprive the rightful owner of its use. Law enforcement shall be enlisted when investigation exceeds the powers of administration, whenever items are not recovered or when in the judgment of the administration it is warranted.

Occasion

Disciplinary Action

- | | |
|---|---|
| 1 | Up to 5 days suspension; parent/student conference requested; mandatory restitution; may result in notification of law enforcement. |
| 2 | Up to 5 days suspension; parent/student conference requested; mandatory restitution; may result in recommendation for expulsion and/or notification of law enforcement. |

STOLEN PROPERTY [EC 48900 L]

Knowingly received stolen school or private property.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; notification of law enforcement.

TARDIES [EC 48900(q)] SEE SCHOOL SITE TARDY POLICY

TERRORISTIC THREAT [EC 48900.7]

Making a terroristic threat against school officials or school property, or both. A terroristic threat shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

THREATENING (See also Assault) [EC 48900 A]

Threatening to cause physical injury to another person.

Disciplinary Action—Up to 5 days suspension; parent/student conference requested; may result in recommendation for expulsion and/or notification of law enforcement.

TOBACCO [EC 48900 H, 48901, BP 5131.62]

Possession or use of tobacco (including smokeless tobacco) on school premises or school sponsored event.

1st Offense: a) Parent/guardian contact. b) Mandatory attendance at a two hour Tobacco Diversion class. c) Mandatory attendance at an all day Staying on Course Tobacco Diversion class.

NOTE: Students must attend the two hour Tobacco Diversion class in order to proceed to the Staying on Course Tobacco Diversion class.

Failure to: a) Attend the two-hour Tobacco Diversion class will result in reassignment and 1 day suspension.
b) Attend Staying on Course Tobacco Diversion class will result in reassignment and one day suspension.

2nd Offense: a) Students who complied with first offense stipulations are eligible to repeat first offense stipulation OR receive a five day suspension and referral to law enforcement.
b) Students who did not comply with first offense stipulations will receive a five-day suspension and referral to law enforcement.

3rd Offense: a) five-day suspension, recommendation for expulsion and referral to law enforcement.

TRUANCY [EC 48260, 48260.5, 48261, 48262, 48900(q); BP/AR 5113]

California is governed by compulsory education – students must attend school until they are 18 years of age or graduate.

Students absent without a valid excuse for three full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as truant. Such students shall be reported to the attendance supervisor.

Students who are absent from school for more days after the initial 3 days unexcused or tardy or absent more than any 30 minute period during the school day without a valid excuse will be referred to the School Attendance Review Board. The School Attendance Review Board may classify a student as a habitual truant and the student will then fall into the jurisdiction of the juvenile court. The court may make the student a ward of the court and may require the student to perform one or more of the following:

1. Not less than 20 hours of community service.
2. Payment of a fine of not more than \$100.
3. Attendance in a court-approved truancy prevention program.
4. Suspension or restriction of driving privileges or delay in issuing a driver's license for one year.

Students with 7 or more unexcused absences in a class may be assigned a failing grade for that class (BP/AR 5113)

VANDALISM [EC 48900 F, 48905, 5 CCR 305, Civil Code 1714.1, BP 5131.5]

Malicious defacing, damaging, or destroying of property, real or personal, belonging to the school district, other student, or employee. The parent/guardian shall be liable for all damages caused by the student.

<u>Occasion</u>	<u>Disciplinary Action</u>
1	Up to 5 days suspension; parent/student conference requested; restitution by parent and student; notification of law enforcement.
2	Up to 5 days suspension; restitution by parent and student; may result in recommendation for possible expulsion; notification of law enforcement.

**PROCEDURES FOR TRANSFER TO CONTINUATION SCHOOL
(INDEPENDENCE HIGH SCHOOL)**

I. VOLUNTARY

If the student and parent want the student transferred to an alternative placement, they should meet with the site Student Study Team for consideration of proper placement.

II. INVOLUNTARY (Education Code section 48432.5)

REASONS FOR TRANSFER: A student may be subject to involuntary transfer by the Superintendent or designee for any or all of the following reasons:

1. Any single act committed by a student enumerated in the *Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48915(a)* if the principal or his/her designee specifically determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.
2. A series of suspensions, conduct referrals, detentions, or tardies, or any of the infractions outlined in the Student Conduct Code handbook.
3. If the student has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend.

PROCEDURES FOR TRANSFER:

1. Students have the right to discuss the involuntary transfer with site principal or designee prior to the transfer.
2. The site principal or designee shall determine if there were sufficient reasons, or evidence to find that the alleged violation(s) occurred and whether the transfer to Independence High School is appropriate.
3. The student, parent or guardian shall be notified in writing by a school official of the proposed transfer as recommended by the site principal or designee. The written notice will inform the student, parent or guardian of the opportunity to request a meeting with the Superintendent or designee prior to the transfer.
4. The student, parent or guardian may request this meeting within three school days after the date of the written notice.

5. At the meeting, the student/parent/guardian shall be informed of the specific facts and reasons for the proposed transfer and shall have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented and present evidence on the student's behalf. The student may designate one or more representatives and witnesses to be present with him or her at the meeting.
6. After the meeting with the Superintendent or designee, his/her decision will be rendered, and an official notice will be sent to the student and parent.
7. The student will be assigned to Independence High School for at least one full semester. An involuntary transfer cannot extend beyond the end of the semester following the semester during which the acts leading to the transfer occurred (i.e. the remainder of the trimester/quarter/semester during which the act(s) occurred plus the following trimester/quarter/semester.)
8. At the end of the assignment to continuation school, the student's record will be reviewed by the referring school site administrator or designee. If the student has fulfilled all requirements of the transfer as specified, he/she shall be approved for transfer back to the mainstream campus.
9. If a student is not recommended to return to his/her previous school from Independence High School after the normally allowed time, the principal of Independence High School shall notify the parent(s) of said pupil that they may meet with him/her for a review of the reason(s) the student is being retained beyond the original time-period.
10. If parents, student and the principal of Independence High School decide that another alternative placement will be in the best interest of the student, he/she may be placed in another alternative placement program.
11. Any student and/or parent has the opportunity to meet with the principal of Independence High School to review his/her transfer to and from alternative placement.
12. Any student who is involuntarily transferred to Independence High School is not permitted to attend any Amador County Unified School District mainstream school social functions. If the involuntarily transferred student violates this stipulation, he/she shall be recommended for additional time in the alternative placement.

SCHOOL SAFETY AND SECURITY
NOTICE TO STUDENTS

Please be advised of the following:

Search and Seizure - School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student has violated the law or the rules of the District or school. Discretion, good judgment and common sense will be exercised in all individualized searches and seizures. The parent/guardian of a student subjected to an individualized search shall be notified by the District as soon after the search as possible.
BP/AR 5145.12

Lockers - Because lockers are under the joint control of the student and the District, school officials shall have the right and ability to open and inspect any school locker without student

permission when they have reasonable suspicion that the search will disclose evidence of illegal possession or activity.

For health and safety reasons, a general inspection of school properties such as lockers may be conducted on a regular, announced basis, with students standing by their lockers.

Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. BP/AR 5145.12. Illegal items may be confiscated and turned over to either law enforcement or a parent/guardian.

Drug Dogs - In an effort to keep the schools free of drugs, the District may use specially trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or District policy. The dogs may sniff the air around lockers, desks, vehicles or unattended bags or items on District property or at District-sponsored events. Dogs are not allowed to sniff any person, and items shall not be sniffed if a person is close by. The use of dogs on campus will be unannounced and may be made at the discretion of the Superintendent or designee. BP/AR 5145.12

Amador COE and USD

BP 5145.5

Student Grievance Procedures

A student grievance is a complaint by a student that he/she may have been improperly treated by a school employee or that a school or district rule or policy has been improperly applied to or enforced against him/her.

The Governing Board recognizes the need to establish regulations to provide students with an efficient and uniform procedure to resolve school-related complaints. The goal of the District's student grievance procedure shall be to aid in the immediate resolution of complaints to bring about a mutual understanding and agreement between the parties involved.

adopted: December 11, 1996 Jackson, California

Amador COE and USD

AR 5145.5(a)

Student Grievance Procedures

The following procedures are intended to provide due process for all parties involved where there is a question of a student's rights being violated. The time limit for filing a grievance shall be no later than 10 school days after the student's discovery of the alleged violation.

Students wishing to file a complaint alleging racial harassment or racial discrimination may contact the District Non-Discrimination Coordinator, the Executive Director of Personnel at 209-257-5331, for information, procedures and assistance.

In the event that a student or group of students believes that a violation of laws, policies, or regulations has infringed on his/her or their rights, the following procedures will apply.

School Site Resolution

The student should take up the grievance with the person with whom he/she has the grievance. If the problem is not resolved, the student may submit a formal grievance to either the vice-principal or principal. The administrator will discuss the grievance with all parties involved, including

parents/guardians of the student, if necessary. The student may choose a representative to assist him/her in the discussion. Following the discussion, the administrator will render a decision to all parties involved, in writing, within 10 days after receiving the grievance.

District Resolution

If the student is not satisfied, the student may appeal to the Superintendent or designee, within five days of receiving the administrator's written decision. The Superintendent, utilizing the Uniform Complaint Procedure (BP 1312.3), will assign the complaint, to a compliance officer. Within the legal timeframe of receiving the complaint the compliance officer will issue a written report of the District's investigation and decision.

If the student is dissatisfied with the compliance officer's decision he/she may file an appeal with the Governing Board within five days. The Board may consider the matter but must do so within 60 days of the initial complaint being received by the Superintendent or designee.

California Department of Education

If the student remains dissatisfied with the Board and/or compliance officer's decision, the student may appeal in writing to the California Department of Education within 15 days of receiving the district's decision.

Failure by the student at any level of this procedure to take the grievance to the next level within the specified time limit shall be considered acceptance of the decision rendered at that level unless the time limits specified have been extended by mutual written agreement with the parties involved.

approved: December 11, 1996 Jackson, California

AMADOR COE/USD

BP 5145.7 (a)

Sexual Harassment

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, 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.

Definition of Sexual Harassment

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting. (Education Code 212.5)

There are two types of sexual harassment:

1. When submission to or rejection of the conduct by an individual results in decision affecting the employment or education of that individual.
2. The conduct unreasonably interferes with an individual's job performance or education, or creates an intimidating, hostile or offensive working or learning environment.

Sexual harassment is further defined as deliberate or repeated unsolicited verbal, visual, or physical conduct of a sexual nature which is unwelcome. This would include but 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, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominately single-sex class.
7. Purposefully limiting a student's access to educational tools.
8. Cornering or blocking of normal movements.
9. Displaying sexually suggestive objects in the educational environment.
10. Any act of retaliation against an individual who reports a violation of the district's Sexual harassment policy or who participates in the investigation of a sexual harassment complaint. Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

Instruction/Information: The Superintendent or designee shall ensure that all district students receive age-appropriate instruction 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. Definitions of sexual harassment are found in BP 4119.11
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the 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 (5CCR4964)

Approved: January 24, 2007

Amador COE and USD
Sexual Harassment

AR 5145.7(a)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

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

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, 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-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational tools
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) (cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location near each school principal's office (Education Code 231.5)
Note: Education Code 231.5 defines "prominent location" as the location or locations in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted.
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)

Investigation of Complaints at School (Site-Level Grievance Procedure)

Note: OCR guidelines acknowledge that procedures adopted by schools to address student harassment complaints will vary considerably, and the extent to which they are considered prompt and equitable will depend on the complexity and severity of the harassment. The OCR maintains that a procedure applicable to peer sexual harassment complaints cannot be prompt or equitable unless it is widely disseminated and written in language appropriate to the age of the school's students so that students understand how it works.

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 saw the harassment take place
 - 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. The parent/guardian of the person accused of harassing someone
 - 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
 - f. Legal counsel for the district
4. When the student who complained and the person accused of harassment 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.
5. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
6. 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 past instances of harassment by the accused person
 - e. Evidence of past harassment complaints that were found to be untrue
7. 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 sex of the person accused of harassment
- e. The subject(s) of harassment
- f. The place and situation where the incident occurred
- g. Other incidents at the school, including incidents of harassment that were not related to sex

8. 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.

9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

10. 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 at his/her discretion.

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
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.

approved: April 24, 2002 Jackson, California

Amador COE and USD

BP 5113

Absences and Excuses

The Governing Board believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 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 appropriate 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, 48216, 48205)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

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 should 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 law and administrative regulations. (Education Code 46014)

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

The maximum number of allowable absences in any one semester is nine days unless a waiver is granted. A waiver is granted in instances of reasonable accommodation of a disability documented by medical evidence or for rare or extreme circumstances as determined by the principal. Attendance is recorded on a period by period basis; therefore, each class is considered on an individual basis. Any student who is absent more than nine times may have his/her grade lowered and ultimately may lose grade/credit in that course. An alternative for such students may be enrollment in summer school, adult or continuation education.

A student who has an injury or a serious illness that requires an absence of seven days or more may be dropped from the regular attendance rolls and be placed on home, independent study or hospital teaching. Such a student shall not have those days counted in the cumulative total of absences.

Other absences that do not count toward the maximum allowable are:

1. Authorized school activities; and
2. School business (counseling, testing, etc.).

Absences that count toward the maximum allowable and that are considered excessive beyond nine days include:

1. Illness
2. Appearance in court
3. Attendance at an employment conference
4. Carrying out responsibilities as a custodial parent
5. Medical and dental appointments
6. Suspension absences
7. Family vacation absences
8. Unauthorized absences
9. Religious retreats, activities and/or holidays

Amador COE and USD

AR 5113

Excused Absences

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

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Ed Code 48205)
3. Medical, dental, optometrical, or chiropractic appointments (Ed Code 48205)
4. Attendance at funeral services for a member of the immediate family (Ed Code 48205)

- 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. (Ed Code 48205)
 - 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 student's immediate household. (Education Code 45194, 48205)
5. Jury duty in the manner provided by law (Education Code 48205)
 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 religious retreats not to exceed four hours per semester
 - 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: (Ed 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 a 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(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification: When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

Every Day Counts: Student attendance is the most critical factor in school success. There simply is no substitute for regular school attendance.

Excessive Absences: Students in Grades 1-6 who miss school and/or are tardy more than 30 minutes for a total of more than 18 days may be required to attend after-school tutoring, Saturday school, summer sessions or other remedial programs provided outside the regular school day.

Students in Grades 2-8 who miss school and/or are tardy more than 30 minutes for over 18 school days fail to meet one of the District's three criteria for promotion and therefore are at-risk of retention.

A student's grades may be affected by excessive absences. (Education Code 49067) The following procedures and consequences apply to students in grades 7-12.

1. Seven days of absence: Letter to parent requesting a parent school contact regarding the approaching limit and consequence.
2. Nine days of absence: Letter to parent warning that the student is about to reach the limit. (Final warning)
3. Ten days of absence: Student's grade may be lowered up to one full grade point.
4. Fourteen days of absence: Student's grade may be lowered to an "F" (fail).

The teacher will make the grade assignment at the end of the semester.

Waiver: A student who accumulates more than nine days of absence may apply for a waiver, in writing, to the principal.

The waiver is designed for:

1. Instances of reasonable accommodation of a disability documented by medical evidence, or
2. Rare or extreme circumstances as determined by the principal.

Criteria for granting a waiver shall include but not be limited to:

1. Current/cumulative GPA
2. Student efforts to compensate for missed day(s)
3. Numbers and reasons for excused/unexcused absences
4. Truancies
5. Other significant factors such as a well documented need for reasonable accommodation of a disability

A waiver request will be evaluated and approved or denied by the principal and guidance/attendance team within 10 days of receipt. It is the student's/parents' responsibility to provide required documentation. It is the responsibility of the attendance office to notify teachers of students who have been granted attendance waivers. Waivers must be requested by the last day of the semester in which the absence occurred.

When a waiver is granted the teacher will provide the opportunity for the student to complete work missed in a reasonable time frame for grade and credit. A waiver of the excessive absences does not enhance/guarantee student achievement/grade(s). A waiver allows the student to receive a grade, A through F, for completed work/course and exempts the student from the mandatory requirement of having grades lowered as set forth in the excessive absences provision of BP 5113. A student may receive a waiver and still receive a low(er) grade from the teacher if warranted due to lack of skill development as a result of absences. There is no substitute for regular school attendance. Pursuant to Education Code 49066, the teacher has final authority in the matter of grade assignment.

Students who fail a course may complete the work by attending approved adult education courses, by completing the course in summer school, by enrolling in an appropriate community college/university course, or by retaking the course.

Regulation AMADOR COUNTY UNIFIED SCHOOL DISTRICT
revised: May 23, 2007 Jackson, California

Grades/Evaluation Of Student Achievement
Grades for Achievement

Grades communicate the achievement status of students to parents and others. A grade is a result of several decisions. Achievement grades should be based on standards, performances, presentations, and tests/examinations. Decisions on grading should be based on craftsmanship, persistence, creativity as well as correctness.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5124 - Communication with Parents/Guardians)

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

Teachers shall have clear, written explanations for how they grade. This may include a frame of reference, such as:

A	(90-100%)	4.0 grade points
B	(80-89%)	3.0 grade points
C	(70-79%)	2.0 grade points
D	(60-69%)	1.0 grade points
F	(0-59%)	0 grade points

The explanation may also answer questions about homework grading, incomplete work grading, extra credit, the 'weight' of different assignments (are first efforts on new learning weighed the same as later achievement?) and/or how effort and citizenship are evaluated.

Teachers should provide the clear, written explanations to parents as early in the school year as possible. As much as possible, teachers should collaborate with each other and articulate on these with each other.

Pass/Fail Grading: The superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of an A-F grade. Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading: At their discretion, teachers may use peer grading of student tests, papers and assignments as appropriate to reinforce lessons.
(cf. 5125 - Student Records)

Grade Weighting for Advanced Placement/Honors Courses: When calculating a student's grade point average, extra grade weighting shall not be assigned a course that covers a subject required for admission to the University of California or the California State University unless the superintendent or designee has submitted the course curriculum to the President of the University of California and received confirmation that the university approves the course for extra grade weighting and includes the course on its list of honors courses. Applications of this requirement shall follow a four-year implementation schedule beginning with ninth-grade students in the 2005-

06 school year. (Education Code 51220.3)
(cf. 6141.5 - Advanced Placement)

Repeating Classes: With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course.

The highest grade received shall be used in determining the student's overall grade point average.

Withdrawal from Classes: A student who drops a course during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances. Students enrolled in an Advanced Placement class may withdraw before the end of the first quarter without penalty.

Unexcused Absences: Teachers who withhold class credit because of excessive unexcused absences shall so inform the class and parents/guardians at the beginning of the semester.

When an unexcused absence occurs, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.
(cf. 5113 - Absences and Excuses)

The student and parent/guardian shall have a reasonable opportunity to explain the absences.
(Education Code 49067)

If a student receives a failing grade because of unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)
(cf. 5125 - Student Records)

approved: September 21, 2004 Revised: May 9, 2007

Amador COE and USD

BP 5127.1

Graduation Ceremonies and Activities

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study as determined in local Board Policies, satisfying district standards and passing the California High School Exit Exam, or completing the approved exam waiver process. The Governing Board believes that these students deserve a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

High school students who have passed the California High School Exit Examination or the General Education Development Test must also meet district graduation requirements in order to participate in graduation ceremonies.

Students who have completed all academic requirements for graduation but have not passed the high school exit examination shall still be able to participate in graduation ceremonies and activities. Students would receive a certificate indicating their achievement rather than a diploma.

1. Certificate of Achievement: Students who have completed the district course of study but have not passed the California High School Exit Exam.
2. Certificate of Participation: Students identified as a child with a disability under the Individuals with Disabilities Education Act, and who have successfully completed a differential course of study, specifically outlined in their Individual Education Plan (IEP).

Participation in the graduation ceremony is a privilege. Students who violate dress and behavior policy as identified in school policy may be removed from the ceremony or not allowed to participate. Students whose negative behavior prior to graduation and who are pending administrative hearings will not be allowed to participate in the ceremony unless the school principal determines that circumstances justify participation.

The school or district shall not direct invocations, prayers or benedictions at graduation ceremonies.

Disciplinary Considerations

In order to encourage high standards of student conduct and behavior, the principal may deny a student the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that prior to denial of the privilege(s), the student, and where practicable his/her parent/guardian, is made aware of the grounds for such denial and that the student is given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal this decision.

Elementary/Middle School Promotion Exercises

The Board desires that each elementary and middle school provide age-appropriate promotion exercises to recognize students who have completed the school's course of study.

adopted: May 10, 2006

Amador COE/USD

AR 5127.1

Graduation Ceremonies

Graduation ceremonies recognize the passage of a "class" of seniors. While scholarship nights and end-of-year awards ceremonies acknowledge individual student accomplishments, the emphasis during the ceremony should be on every student's success, treating each student with fairness and dignity.

Individual honors and accomplishments may be referred to in the printed program.

Each school should value student presentations and evaluate efficient use of time in respect to the audience. This would include details such as seating accommodations, efficient distribution of 'diplomas', shared speaker roles, etc.. Ways to best manage appropriate audience participation should also be included in planning.

Middle School Promotion Exercises: Students being promoted from eighth grade to high school should meet the district's promotion standards, per California Education Code 48070.5. This would include that the student compile a grade point average of 2.0 or higher during his/her eighth grade

year. Otherwise, the student will be retained or administratively placed at the high school for the following year.

Thus, the 2.0 "G.P.A." is necessary for the student to participate in the promotion exercise.

For activities such as the end-of-year dance or field trip, citizenship is an important factor in determining eligibility, as well as grades. Each school will identify specific criteria and share this with parents and students at the beginning of the (eighth grade) school year.

approved: May 24, 2006

Amador COE and USD

BP 6163.4

Student Use of Technology

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

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

The Superintendent or designee shall provide age-appropriate instruction regarding the district's acceptable use agreement, including instruction on the safe use of social networking sites and other Internet services including, but not limited to, the dangers of posting personal information online, misrepresentation by online predators, and how to report inappropriate or offensive content or threats.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

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

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

Before using the district's technological resources, each student and his/her parent/guardian shall

sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred. (cf. 6162.6 - Use of Copyrighted Materials)

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

Legal Reference:

EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's online privacy protection

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Governance and Policy Services Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

K-12 Network Technology Planning Guide: Building the Future, 1995

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

1223.94 Acceptable Use of Electronic Information Resources

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

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

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

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

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

Federal Communications Commission: <http://www.fcc.gov>

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

Web Wise Kids: <http://www.webwisekids.org>

Policy AMADOR COUNTY UNIFIED SCHOOL DISTRICT

adopted: February 25, 2004 Jackson, California revised: September 26, 2007

Student Use Of Technology

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use.

Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

12. Flash drives shall be permitted to transfer documents by staff and students. Neither Amador County Unified or Amador County Office of Education is responsible for damage to flash drives that may result from use on school equipment. The district reserves the right to monitor the system for improper use.

(cf. 5145.12 - Search and Seizure)

The principal or designee may cancel a student's user privileges whenever the student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

Regulation AMADOR COUNTY UNIFIED SCHOOL DISTRICT
approved: September 26, 2007 Jackson, California
revised: March 2009

**You will receive a technology use agreement for your child upon enrolling in a new school.
This form must be signed and returned to your school office.**

Amador County Office of Education/Amador Unified School District Student Acceptable Use Policy

Introduction:

The Amador County Office of Education (ACOE) is providing electronic resources to students including access to the school Local Area Network, ACOE Wide Area Network, and Internet services through the ACOE net. The goal of the Amador County Office of Education is to promote educational excellence by providing these electronic resources. The intent of the ACOE is for students to use these connections for purposes consistent with the ACOE approved curriculum.

Conditions of Acceptable Use Policies:

No students will be allowed to access these electronic resources including the Internet unless the student and a responsible parent/guardian sign the Amador County Office of Education Acceptable Use Policy (AUP). The combined signatures at the end of this document indicate that student and parent/guardian have read and understand the terms and conditions of appropriate use and agree to abide.

Log-on Banner

Each time a student logs onto the system he/she accepts the terms of the following agreement:

This is an Amador County Schools' computer system and is the property of ACOE/ACUSD. Any or all uses of this system and all files on this system may be intercepted, monitored, recorded, copied, audited, inspected, and disclosed to authorized site, ACOE/ACUSD, and law enforcement personnel, as well as authorized officials of other agencies, both domestic and foreign. By using this system, the user consents to such interception, monitoring, recording, copying, auditing, inspection, and disclosure at the discretion of the authorized site or ACOE/ACUSD personnel. Unauthorized or improper use of this system may result in administrative disciplinary actions, and/or civil and criminal penalties. By continuing to use this system, you indicate your awareness of and consent to these terms and conditions of use. LOG-OFF IMMEDIATELY if you do not agree to the conditions stated in this notice.

Access and Security:

All uses of the ACOE electronic resources will require an individual account with username and password. Any student identified as a security risk will be denied access to these resources. Sharing username and password information with others or accessing another user's files without their knowledge or permission will result in access being revoked or suspended. In addition, inappropriate use of these electronic resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities.

User Responsibilities

Users of the district network and/or Internet have a responsibility to assist in maintaining the security of the network. Therefore, users shall adhere to the following security regulations:

- Users shall only use accounts assigned to them and shall not attempt to log-in to accounts or systems for which they do not have authorized access. Users must protect their password and passwords should not be shared with anyone.
- Users shall not use non-district computers, network devices or printers on the network without written authorization from Technology Services.
- Users shall log out before leaving workstation.

Cyberbullying

Students engaging in acts of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

Cybersafety

Students should be aware of online safety rules including protecting yourself and others from online predators. Students should not give out personal or identifiable information about themselves or others. Students need to be aware that there are online predators gathering personal and identifiable information to do harm.

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA), ACOE has filtering and/or blocking software or hardware to restrict access to Internet Sites containing child pornography, obscene illustrations, or other materials harmful to minors less than 18 years of age. However, no filtering is foolproof and there is still the risk a student may be exposed to unacceptable content. If a student accidentally connects to such a site they should contact their teacher/ supervisor immediately. If a student sees another user accessing inappropriate sites he or she should notify a teacher/supervisor immediately. Under no circumstances is a student to use the school internet for the purpose of chat.

Acceptable Use:

Acceptable use means that a student uses these resources in an appropriate manner, abiding by the rules and regulations described in this agreement and avoiding all unacceptable uses of these electronic resources as described below.

Unacceptable Use:

ACOE declares unethical and unacceptable behavior just cause for taking disciplinary action. Inappropriate use of ACOE electronic resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The following are a list of unacceptable uses of the ACOE net.

1. Violation of any local, state or federal laws.
2. Using the ACOE net for any illegal activity, including the unlawful use of copyrighted works, plagiarism and unlawful downloading of files.
3. Using the ACOE net to send or request racist, inflammatory or sexist messages, including hate mail.
4. Using the ACOE net to annoy, offend or harass people, including sending chain letters.
5. Downloading, creating, distributing, or purposely activating a computer virus or worm.
6. Downloading software without prior permission from the ACOE net administrator.
7. Unlawful downloading and illegal file sharing.
8. Stealing data, equipment or intellectual property.
9. Degrading or disrupting network performance by the use of streaming music and radio.
10. Installation or distribution of any personal software or software unlicensed by the ACOE.
11. Downloading large files (FTP) or playing any games on the Internet without supervision from teacher/supervisor.
12. Using any ACOE computer to pursue "hacking" inside or outside the district to access information that is protected by law.
13. Using the ACOE net for commercial, lobbying or political activity.
14. Using the network to access pornographic or obscene material.
15. Disguising one's identity, impersonating others, or sending anonymous messages.
16. Using profane or obscene language.
17. Using the ACOE net for chat is strictly prohibited.

Privacy and Monitoring Policy:

The students of the ACOE net must be aware that information accessed, created, sent, received or stored on the ACOE Network or it's school sites are the property of the ACOE. Account users do not have any right to or expectation of privacy regarding such materials. ACOE reserves the right to monitor all traffic on the ACOE network.

Storage Capacity:

Due to the growing number of users and limited space on the system, users are encouraged to routinely delete unwanted messages and other files or data that take up unnecessary storage space. The ACOE network is designed to achieve and support educational goals. Any information that does not support educational business, instruction, or a curriculum program is to be avoided. ACOE wants you to explore and pursue these intellectual electronic resources, learn new things, and share that newfound knowledge with others.

Disclaimer:

The Amador County Office of Education makes no guarantees or warranties of any kind, whether expressed or implied, for the service being provided hereunder. The ACOE will not be responsible for any damages you suffer while using the provided electronic resources. These damages may include, but are not limited to: the loss of data, non-deliveries, or service interruptions caused by the ACOE net. The ACOE also denies any responsibility for the accuracy or quality of any information obtained through the user's account. All account users are responsible for any losses sustained by the ACOE or its affiliates, resulting from the account user's intentional misuse of these electronic resources.

Students**Steroids**

The Governing Board recognizes that the use of steroids and other performance-enhancing supplements presents a serious health and safety hazard. As part of the district's drug prevention and intervention efforts, the Superintendent or designee and staff shall make every reasonable effort to prevent students from using steroids or other performance-enhancing supplements.

Note: Education Code 51262 encourages schools to offer instruction on the effects of anabolic steroids. The following optional paragraph should be revised to reflect the grade levels of the district.

Students in grades 7-12 shall receive a lesson on the effects of steroids as part of their health, physical education, or drug education program.

***Note: SB 37 (Ch. 673, Statutes of 2005) added Education Code 49030 which prohibits students participating in interscholastic high school athletics from using (1) steroids and dietary supplements banned by the U.S. Anti-Doping Agency and (2) synephrine. By March 30, 2006, the California Department of Health Services must provide a copy of the U.S. Anti-Doping Agency Guide to the California Department of Education (CDE) which will then notify districts when the guide has been posted on CDE's web site. The prohibition against use of products listed in the guide becomes effective 60 days after the CDE has posted the guide. In subsequent years, the Department of Health Services will annually notify the CDE by March 30 of any amendments to the guide. Amendments will become effective 60 days after the CDE has posted the revised guide on its web site and has notified districts of the revision. ***

***Note: California Interscholastic Federation (CIF) Bylaw 524 mandates, as a condition of membership, that all participating districts adopt policies prohibiting the use of steroids consistent with the requirements of Education Code 49030. ***

Students participating in interscholastic athletics are prohibited from using steroids and dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine. (Education Code 49030)

***Note: As added by SB 37 (Ch. 673, Statutes of 2005), Education Code 49033 requires the CIF to adopt a bylaw, effective July 1, 2006, requiring any student participating in athletics and his/her parent/guardian to sign a statement that the student will not use steroids and dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine, unless the student has a written prescription from a licensed health care practitioner to treat a medical condition. In 2005, the CIF adopted a bylaw requiring a similar pledge. However, SB 37 requires specific language in the pledge and CIF Bylaw 524 was modified accordingly. See the accompanying Exhibit for a sample pledge. ***

Note: The following paragraph is consistent with CIF Bylaw 524 and is for use by districts participating in the CIF.

Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign a statement that the student athlete pledges not to use androgenic/anabolic steroids and dietary supplements banned by the U.S. Anti-Doping Agency and the substance synephrine, unless the student has a written prescription from a licensed health care practitioner to treat a medical

condition.

A student who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, Board policy, and administrative regulation.

Coaches shall educate students about the district's prohibition and the dangers of using steroids and other performance-enhancing supplements.

Note: Pursuant to Education Code 49031, as added by SB 37 (Ch. 673, Statutes of 2005), districts are prohibited from accepting a sponsorship from any manufacturer or distributor whose name appears on the label of a dietary supplement banned by the U.S. Anti-Doping Agency. This prohibition is consistent with CIF Bylaw 22.B.12 which allows coaches and other school employees to provide only non-muscle-building nutritional supplements to students. See the accompanying administrative regulation.

The Superintendent or designee shall ensure that district schools do not accept sponsorships or donations from supplement manufacturers that offer muscle-building supplements to students.

Adopted: 9/28/05

Exhibit 5131.63

**AGREEMENT FOR STUDENT-ATHLETE AND PARENT / GUARDIAN
REGARDING USE OF STEROIDS SAMPLE**

STUDENT _____

As a condition of membership in the California Interscholastic Federation (CIF), the Amador County Unified School District Board of Trustees has adopted Board Policy 5131.63, prohibiting the use of androgenic/anabolic steroids. CIF Bylaw 524 requires that all participating students and their parents sign this agreement.

By signing below, we agree that the student shall not use steroids without the written prescription of a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition.

We recognize that under CIF Bylaws that the student may be subject to penalties, including ineligibility for any CIF competition, if the student or his-her/parent-guardian provides false or fraudulent information to the CIF.

We understand that the student's violation of the district's policy regarding steroids may result in discipline, including, but not limited to, restriction from athletics, suspension, or expulsion.

We have also read the information contained in the district's STEROIDS AND SUPPLEMENTS: WHAT YOU NEED TO KNOW.

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

**Please Return this Form to Your School Office
Prior to the First Day of Practice**

Conduct and Electronic Signaling Devices

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

Electronic devices such as cell phones and ipods while valuable in many circumstances as safety and information tools, can be extremely disruptive or used for illegal purposes in the school environment; therefore, such usage is restricted as follows:

Such electronic signaling device use is prohibited during instructional time. This includes silent messaging. Equipment shall be in the 'off' position and out of sight.

Should it be determined that student use of an electronic device at any time has invaded another person's privacy or results in passing on private or testing information from one student to another, disciplinary action will be taken.

Students bring such equipment to school at their own risk. The school is not responsible for loss or damage to such equipment. Cell phone use at the K-8 level is prohibited during the school day except for any student covered under Education Code 48901.5. In such case, the school and family should have a collaborative plan that covers communications.

approved: May 24, 2006 Jackson, California revised: August 24, 2009

Homework

Homework can have positive effects on achievement, study habits and character development and can serve as a vital link between the school and family. Effective homework assignments should be tied to classroom instruction. Homework is most beneficial when the assignment is fully explained, including the purpose of the assignment, and the student receives prompt feedback upon completion. Students should be acknowledged for their efforts to complete assignments; however, not all homework assignments will be graded. Students are more likely to complete homework when they see it as useful to what is being taught and it is counted as part of their grade. Parents/guardians should provide a structured environment (time and place) for their child to do homework. Parents/guardians should also convey the expectation that homework will be completed and notify the teacher if there are problems meeting the guidelines (below).

Teachers need to monitor how long students take to complete assignments. The principal needs to monitor consistency in homework assignments within each grade level and across grade levels and subjects as part of the School Homework Plan.

Homework should have different purposes at different grade levels. In general, homework should not introduce a new skill. Homework will often consist of work not completed in school. Homework should not require specialized materials at home.

In the case of homework, more isn't necessarily better. For example, if five questions are sufficient to reinforce a concept, 15 questions may discourage students and can lead to negative attitudes.

Homework assigned should also take into consideration the student's obligations to home, community and other school-related activities.

Parent/guardian shall be notified when student repeatedly fails to do his/her homework. As a minimum guideline, this would include three consecutive missed or incomplete homework assignments or any time the student fails to complete 30% or more of homework assigned (whether it is graded or not). It is important that this information be shared expeditiously, by one of the following methods: (1) teacher phone call or visit, (2) a written note home, requiring a signed response, or (3) a school-generated automated phone message.

Guidelines

Kindergarten assignments should stimulate students to talk often with their parents/guardians and encourage parents/guardians to read to their children. (15-20 minutes, week nights)

Grades 1-3, homework should promote the development of skills and encourage family participation. (20-30 minutes, week nights)

Grades 4-6, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop study habits and may include occasional special projects. (30-45 minutes, week nights)

Grades 7-8, homework should provide regular activities which promote development of skills and provide students with opportunities to grow academically. Teaching staff should coordinate assignments so that students do not receive an overload one day or very little the next. (45-90 minutes, week nights – time will increase significantly for advanced classes)

Grades 9-12, homework should provide learning activities outside regular school hours, activities that emphasize independent research reports, special reading and problem-solving activities. Teaching staff should coordinate assignments. (80-120 minutes, five nights; time will increase significantly for Advanced Placement or Honors classes)

Approved: April 1, 2004

Revised: June 27, 2007

Uniform Complaint Procedure

ACUSD/ACOE

Uniform Complaint Procedures

I. PURPOSE OF UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the Amador District Unified School District (“District”) has the primary responsibility to insure it is complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures. (5 CCR § 4620).

The purpose of this policy is to establish a uniform system of complaint processing for specified programs or activities that receive state or federal funding. This system of complaint procedures applies to the filing, investigation, and resolution of a complaint regarding an alleged violation by the District of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. (5 CCR § 4620).

II. COMPLAINTS SUBJECT TO DISTRICT’S UNIFORM COMPLAINT PROCEDURES

A. Complaints of Discrimination

The District shall follow Uniform Complaint Procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any District program or which is funded directly by, or that receives or benefits from any state financial assistance. (5 CCR § 4610).

B. Other Areas Subject to Uniform Complaint Procedures

The District’s Uniform Complaint Procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, vocational education, preschool and early childhood education, child nutrition programs, and special education programs. Nothing in this policy shall prevent the District from using its Uniform Complaint Procedure to address complaints not listed in this section. (5 CCR § 4610).

C. Complaints Subject to Williams Uniform Complaint Procedures

Complaints regarding sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the District's Williams complaint procedure. (5 CCR § 4680)

D. Complaints Subject to Referral to Other Agencies

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the District or CDE complaint procedures unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency. However, nothing in this section relieves the Department from investigating complaints pursuant to section 4650(a)(8)(C) herein.
2. Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH) pursuant to Title 22 CCR section 98410. The complainant shall be notified by first class mail of any DFEH transferral.
4. Allegations of fraud shall be referred to the responsible Department Division Director who may consult with the Department's Legal and Audits Branch.

(5 CCR§ 4611)

III. UNIFORM COMPLAINT PROCEDURES

A. Privacy

Discrimination complaints shall be investigated in a manner that protects the confidentiality of the complainant, as appropriate, and to the extent necessary to effectively carry out the investigation or proceedings, as determined by the District on a case-by-case basis. **(5 CCR § 4621)**

B. Policy Prohibiting Retaliation

The District prohibits any form of retaliation against any complainant in the complaint process, including but not limited to the complainant's filing of a complaint or the reporting of instances of discrimination. **(5 CCR § 4631)**.

IV. COMPLIANCE OFFICERS

The District designates the following compliance officer(s) to receive and investigate complaints and to ensure District compliance with law:

Director of Personnel

217 Rex Avenue
Jackson, CA 95642
(209) 257-5331 or (209) 257-5334

The District shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate. **(5 CCR § 4621)**.

V. NOTIFICATIONS

The District shall annually provide written notification of the District's Uniform Complaint Procedures to students, employees, parents/guardians, the District advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. **(5 CCR § 4622)**.

The District shall make available copies of the District's Uniform Complaint Procedures free of charge. **(5 CCR § 4622)**.

The annual notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for processing complaints;
2. Advise the recipient of any civil law remedies that may be available under state or federal discrimination laws, if applicable;

3. Advise the recipient of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE); and
4. Be provided in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

(5 CCR § 4622).

VI. PROCEDURES

The following procedures shall be used to address all complaints alleging that the District has violated federal or state laws or regulations governing educational programs as specified in Section II of the District's Uniform Complaint Procedures.

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

Parties Who May File a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the District with any federal or state law or regulation governing a program listed in Title 5 California Code of Regulations section 4610(b). (5 CCR § 4630).

A complaint 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. (5 CCR § 4630).

2010/2011

Time Period for Filing Complaint Alleging Unlawful Discrimination

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination.(5 CCR § 4630).

Requests for Extension of Time to File Discrimination Complaint

The time for filing a complaint alleging unlawful discrimination may be extended by the District, upon written request by the complainant setting forth the reasons for the extension. The District shall respond immediately upon a receipt of a request for extension. If the District determines that there is good cause to grant an extension, he or she may extend complainant's time for following for a period not to exceed 90 days following the expiration of the six months time period. Any extension granted by the District shall be made in writing. (5 CCR § 4630).

Complaint to be Filed With Compliance Officer(s)

The complaint shall be filed with the compliance officer(s) in accordance with the District's Uniform Complaint Procedures. The Compliance officer(s) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with Title 5 California Code of Regulations Sections 4631 and 4633. (5 CCR § 4630).

Assistance with Filing Complaint

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall help him/her in filing the complaint (5 CCR § 4600).

Step 2: Early Resolution of Complaints

Nothing in the District's Uniform Complaint Procedures shall prohibit the parties from utilizing alternative methods to resolve the allegations in the complaint, including, but not limited to, mediation. (5 CCR § 4631).

Nothing in the District's Uniform Complaint Procedures shall prohibit the District from resolving complaints prior to the formal filing of a written complaint. (5 CCR § 4631).

Step 3: Investigation of Complaint

Within 60 days from the date of the receipt of the complaint, the District shall conduct and complete an investigation of the complaint in accordance with the District's procedures and prepare the District's written decision. The 60-day time period may be extended by written agreement of the complainant. (5 CCR § 4631)

The investigation shall include an opportunity for the complainant and/or complainant's representative to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR § 4631).

The Complainant's refusal to provide the District's investigator with access to records or other evidence related to the allegations in the complaint, or his or her failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR § 4631).

The District's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR § 4631).

An investigation of a discrimination complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. (5 CCR § 4630).

Step 4: Final Written Decision

Unless extended by written agreement with the complainant, the District shall prepare and send to the complainant a written report of the District's investigation and decision, within 60 calendar days of receiving the complaint. (5 CCR § 4631).

The District's decision shall be written in English and in the language of the complainant whenever feasible or required by law. (5 CCR § 4631).

The District's decision shall include the following:

1. The findings of fact based on the evidence gathered. (5 CCR § 4631).
2. The conclusion(s) of law. (5 CCR § 4631).
3. Disposition of the complaint. (5 CCR § 4631).
4. The rationale for such disposition. (5 CCR § 4631).
5. Corrective actions, if any are warranted. (5 CCR § 4631).
6. Notice of the complainant's right to appeal the District's decision within 15 days to the CDE and the procedures to be followed for initiating such an appeal. (5 CCR § 4631).

7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (**Educ. Code § 262.3.**)

VII. 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 ("CDE") within 15 days of receiving the District's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the District's decision. (**5 CCR § 4632**).

Upon notification by the CDE that the complainant has appealed the District's decision, the District shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the District's decision.
3. A summary of the nature and extent of the investigation conducted by the District, if not covered by the decision.
4. A copy of the investigation file, including but not limited to, all notes, interviews, and documents submitted by the parties or gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the District's complaint procedures.
7. Other relevant information requested by the CDE.

(**5 CCR § 4633**)

VIII. BASIS OF DIRECT STATE INTERVENTION

CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in Title 5 California Code of Regulations Section 4650 exists, including cases in which the District has not taken action within 60 calendar days of the date the complaint was filed with the District. (**5 CCR § 4650**).

CDE may not directly intervene in complaints brought under Title 5 California Code of Regulations sections 4680, 4681, 4682, and 4683 regarding instructional materials, teacher vacancies or misassignments, and the condition of a facility. (**5 CCR § 4650**). **ACUSD/ACOE Complaint Form**

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights
Please refer questions to the Office of Curriculum and Instruction 209-257-5334

Parents, Guardians, Pupils, and Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair. A condition that poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English Learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.amadorcoe.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc/>.

File Williams' Complaints with:
The Assistant Superintendent of Curriculum and Instruction
217 Rex Avenue, Jackson, CA 95642

For Education Code Section 35186 Complaints

Education Code Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: _____ Address: _____

Phone Number: Day: _____ Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this with your site principal or the Assistant Superintendent of Curriculum and Instruction.

Curriculum and Instruction
Information from California Department of Education
Handbook

I. Introduction: Why the English–Language Arts Are Important

The English–Language Arts consist of four important communication processes: reading, writing, speaking, and listening. The ability to communicate is a goal that all parents have for their children. You might think of the language arts as the four strands of a rope. All four strands are important and can be woven together in many different ways. Strengthening each strand helps reinforce the others and makes the entire rope stronger.

All students need to develop a strong foundation in language skills because competency in oral and written language provides a foundation for further learning and job success. Such a foundation not only fosters personal enrichment but also empowers students to become participating citizens in a democracy and promotes better understanding among people.

In this handbook parents will find an explanation of why the English–Language arts occupy a central place in school. They will find helpful suggestions for supporting children who study this subject area—including children who are learning English. In addition to a clarification of some commonly used terms, the handbook presents an overview of California’s English–Language arts curriculum as well as high school graduation requirements and college/university entrance requirements for this subject area. Perhaps most importantly, the handbook offers parents and teachers a list of sample resources that support children’s learning— titles of literature suitable for reading aloud to children and for students’ independent reading, along with resources for adults who are interested in the English–Language arts.

II. Ways to Help Your Child Succeed in The English–Language Arts

A. If You Have a Child Under the Age of Five

Parents can help children under the age of five to gain oral language skills. The activities below not only are fun but also help develop skills that children need to become good listeners, speakers, readers, and writers.

For Your Baby and Toddler (Six Weeks to Three Years)

You are your child’s first teacher. You pave the way for your child’s success at every stage of development. Here are some simple things you can do to help in the development of language skills:

- Talk to your child and encourage your child to talk.
- Introduce your baby to cardboard or cloth books with big, simple pictures of everyday things.
- Provide a comfortable place for story time. Read aloud to your child.

- Read with expression, showing your baby the pictures in the book.
- Pay attention to how your child responds and stop when he is tired.
- Try to work up to 30 minutes each day reading to and with your child.
- Talk with your child about what you are reading.
- Help your child learn to enjoy sounds in spoken language by together singing songs and reading nursery rhymes aloud.
- Ask a librarian to help you find wonderful and suitable books for your child.
- Help your child choose books for you to read aloud when your child becomes a toddler.
- Stop now and then and point to letters and words as you read them.
- Point out letters on signs and labels, such as the first letter of your child's name.
- Show your child that you like to read.
- Give your child crayons and paper to scribble on when she is about two years old.
- Praise him as he talks, scribbles, draws, and looks at books.
- Encourage your child to "pretend read," joining in where she has memorized a word or phrase.
- When you ask questions, give your child enough time to think and respond.
- Encourage your child to ask questions.
- Tie ideas in the book to things familiar to your child. Notice if your child does so independently.
- Let your child know how much you like his ideas and encourage him to tell more.

For Your Preschooler (Three to Four Years)

As your child turns three and four, continue with the reading habits described above. You can also introduce a variety of more focused and enjoyable activities to reinforce your child's growing understanding of language, including the following:

- Sing songs, read nursery rhymes, and tell stories with your child.
- Share books with your child.
- Point out environmental words to your child (for example, signs, labels, and posters)
- Make a game of rhyming words and sounds. (For example, the parent says, "Let's *go* have some *fun*, *out* in the ____." The child says a rhyming word, such as *sun*, to end the sentence.)
- Clap to the rhythm of songs and music.
- Move to the beat of different nursery rhymes.
- Play nonsense word games with your child (for example, le, li, la; be, bi, ba; se, si, sa).
- Say a series of rhyming words that each start with a different letter (for example, *cat*, *rat*, *bat*, *fat*, *sat*; *dig*, *big*, *jig*, *pig*). Have your child repeat each word or think of additional words.
- Talk with your child about special activities and children's TV programs.
- Provide books and magazines at home.
- Have a quiet reading time each night during which everyone reads or is read to.
- Visit the library with your child to check out picture and easy reading books.

- Point out to your child the title, author, cover, back, page numbers, and pictures in a book.
- Have your child help turn the pages of a book while you are reading. Talk about reading the book from the front to the back cover.
- Play a game, "How many claps (syllables) in the word *apple*?"
- Read stories to your child that have repeated phrases and have your child help in repeating the phrases.
- Provide a variety of writing tools to encourage spontaneous writing.
- Make an imagination box that has items such as markers, paper, crayons, paper towel tubes, small boxes, and stickers.
- Use appropriate language when talking with your child and avoid babytalk.
- Encourage your child to use words instead of pointing.
- Restate a word properly in a sentence when your child incorrectly pronounces a word so that he can hear the correct pronunciation.
- Take your child to places like the zoo, a circus, a park, or a farm. Children will have a wider vocabulary and be able to understand stories better if they have personal and prior knowledge of these topics.
- Stop occasionally when reading aloud before finishing a sentence and let your child predict what comes next.

You may wish to enroll your child in a preschool. Research suggests that children who attend preschool do better throughout their school careers. If your child attends a preschool or child care center, be involved by talking with the teacher about your child, talking to your child about his experiences daily, and participating in preschool activities if possible.

B. Reading in a Language Other Than English

There is much that you can do to help your child if his first language is not English. He is a step ahead if he is beginning to learn many words and is interested in learning to read in his first language. You can help by supporting him in his first language as he learns English. Talk with him, read with him, and encourage him to draw and write. In other words, do the same kinds of activities that appear throughout this chapter but do them in your child's first language.

When your child first enters school, you may want to talk with her teacher. Schools welcome such talks. Usually, you may ask for a meeting at any time. If it will help, ask a relative, neighbor, or someone else in your community to go with you. When you go, share with teachers your knowledge of your child's activities (reading, writing, talking, drawing) and interests and discuss how your child seems to learn best. Children who can switch back and forth between languages have accomplished something of great value that can become an important advantage to them. We should praise and support them as they work for this achievement.

If your child's first language is not English, becoming an excellent reader and writer of English is likely to require more time and effort than for native English speakers. Encourage your child to complete her homework assignments on time and praise her for her accomplishments. In addition, consider the following recommendations to support your child's success in language development:

- Find out what services are available at your school for English learners, such as after-school programs, bilingual programs, cross-age tutoring programs, family literacy programs, provision of multicultural books and other library services, summer and intersession services, or tutoring.
- Ask if there is an English Learner Advisory Committee at your school or district. Find out what assistance the committee provides.
- Find out what services are available at your school (such as outreach workers, parent liaisons or translators) to assist the parents of English learners.
- Become a partner with your child's teachers by talking with them often, ensuring that your child attends school regularly, and making certain that your child completes homework on time.
- Help your child maintain proficiency in his own language so that he will enjoy the many advantages of knowing two languages.

C. Kindergarten Through Grade Three

As children progress from kindergarten through grade three, there are many things that can be done at home to reinforce and extend their language skills. Try some of the following activities with your child. You do not need special training or expensive materials. Just include these activities in the things you already do together every day. Make these activities part of

the warm, positive relationship you are continuing to build with your child. If you have concerns about your child's development in reading and language development, talk to his teacher.

Kindergarten and Grade One

Talk often with your child to build listening and speaking skills.

- Talk with your child often to build listening, speaking, and vocabulary skills—as you eat together, shop for groceries, walk to school, or wait for a bus.
- Ask questions that will encourage her to talk, and not just give yes or no responses.
- Have your child use his imagination to make up and tell you stories. Ask questions that will encourage him to expand the stories.
- Listen to your child's questions patiently and answer them just as patiently.
- Pay attention to how much television your child is watching. Limit TV time; set aside "no TV" time each day and use that time to talk or read together.
- Tell stories about your childhood.

Show your child how books and print work.

- Have your child point out such things as front and back covers of the book and the title as you read with him.
- Have him show you where you should start reading on a page.
- Help your child make connections between print and pictures as you read.

Focus your child's attention on the sounds of spoken language.

- Sing or say nursery rhymes and songs.
- Play word games (for example, "How many words can you say that rhyme with *feet*? With *say*?").
- Identify, when riding in the car, how many things you can see that start with a certain letter (for example, street, sign, sky, stripe, store).
- Read a story or poem and ask your child to listen for words that begin with the same sound (such as /b/ in boy). Have her say the words. Then have her say another word that begins with that sound.
- Stop and say a simple word as you read. Have your child say the sounds in the word, write the letters for the sounds, and then read what he wrote (for example, "The dog is big. Can you say the sounds in big? Now can you write the letters for the sounds? Good. Now read the word to me.").

Have your child identify and name the letters of the alphabet.

- Point out letters and have your child name them.
- Make an alphabet book with your child. Have him draw pictures or cut pictures from magazines or use old photos of persons, places, animals, toys, or other objects that begin with the various letters of the alphabet.

Support and reinforce what your child is learning in school about the relationship between letters and sounds.

- Point out labels, boxes, newspapers, magazines, and signs that display words with letter-sound relationships.
- Listen to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of what she is learning.
- Play word games. On cards, write words that contain the letter-sound relationships he is learning at school. Take turns choosing a card and blending the sounds to make the word. Then use the word in a sentence.

Encourage your child to spell and write.

- Encourage your child when he is writing to spell words by using what he knows about sounds and letters.
- Encourage your child to write notes, e-mails, and letters to family members and friends.
- Point out words that have similar spellings, such as *hop* and *pop* as you are reading with your child. Ask her to write similar words (for example, *top*, *mop*, and *cop*).
- Encourage your child to write often (for example, letters and thank-you notes, simple stories, and grocery lists).

Help your child build vocabulary, knowledge of the world, and comprehension.

- Pause occasionally as you read aloud to ask about the meaning of the book.
- Help make connections between a child's life and what's happening in the book. Explain new ideas and words to her.
- Encourage your child to ask questions about the book. Ask him to tell in his own words what the book was about.

Second and Third Grade

Use reading opportunities to help your child develop fluency.

- Listen to your child read books that she has brought home from school. Be patient as your child practices reading. Let her know that you are proud of her reading.
- Ask children who are not very fluent readers (that is, they read slowly and make lots of mistakes) to reread a few sentences or a paragraph a few times, offer help when needed, and praise their successes.

Find opportunities for your child to spell and write.

- Encourage your child to write often (for example, letters and thank-you notes to relatives and friends, simple stories, diary or family journal entries, e-mails, and items for the grocery list).
- Help your child learn the correct spelling of words.

Find opportunities to help your child develop vocabulary, knowledge of the world, and comprehension.

- Talk about new words that your child has read or heard. Ask him to make up sentences with the new words or use the words in other situations.
- Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears.
- Help your child become aware of prefixes, suffixes, and root words. Point them out in books you are reading together or in print materials around the house. Ask him to think of other words related to the words you are discussing. (For example, "Can you think of any other words that have the word *move* in them?" Some possible answers are *moveable*, *movement*, *moving*, and *moved*.)
- Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning.
- Stop occasionally as you read a book with your child to talk to her about the meaning of the book. Help her relate the experiences or events in the book to experiences or events in her life or to other books you have read together.
- Encourage your child to ask questions. Ask her to tell in her own words what the book was about. If you see a movie or TV show together, talk about it afterward.

D. Grades Four Through Eight

As children progress from grades four through grade eight, there are many things parents can do at home to reinforce and extend their language skills. Continue to strengthen communication with your child by spending quality time together and reinforcing positive behavior. Be sure to set up an atmosphere conducive to learning by establishing a place for completing homework that has good lighting and supplies; making sure the house is quiet during study time; and reviewing your child's homework when needed. And, of course, be involved in your child's education by attending parent/teacher conferences and contacting your child's teacher(s) when questions or concerns arise.

In addition, consider the following ideas when creating an environment at home for increasing student learning in the language arts:

Create opportunities to support your child in reading.

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask *you* questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics, and apply the knowledge acquired in interesting ways.

- Share newspaper articles with your child and discuss the events. Have your child share information about books, magazines, and newspaper articles.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Provide age and reading-level appropriate materials, using the local library or local bookstore.
- Set an example by reading and by sharing what you are reading with your child.
- Have your child read every night for 30 minutes.
- Have your child read and follow directions for games and recipes.

Create opportunities to support your child in writing, listening, and speaking.

- Encourage your child to keep a diary and/or a vacation journal.
- Have your child create shopping lists.
- Encourage your child to engage in creative writing, including writing poems, plays, short stories, and songs.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Have your child use a computer for writing, using various fonts, margins, spell-checker, editing procedures, and graphics.
- Support your child in editing his own work.
- Play word games with your child.
- Use good English when you speak and encourage your child to use good English.
- Talk to your child about daily events.
- Have your child explain how to do different things, such as making cookies or building a model.
- Have your child sing a song or tell a story into a tape recorder and listen to the recording.
- Have your child create and put on a play alone or with friends.
- Establish a time for family communication (for example, at dinner time).
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read.
- Encourage your child to listen to the opinions of others.
- Have your child listen to and explain the lyrics of a selection of music.

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Character Education

Teaching Kids they Matter – Character Development

Ensuring that students are safe, healthy, drug and tobacco free, resilient and compassionate is central to improving academic performance and a major theme throughout both the Amador County Unified School District and the Amador County Office of Education.

During the course of your child's educational career he/she will have the opportunity to participate in many programs that will help to facilitate these traits including: Tomorrow's Leaders Today, Safe School Ambassadors, Breaking Down the Walls, t.p.i.f., Lifeskills, Say No to Drugs and many others depending upon grade and school site. One thing that all students will be exposed to is the Amador Public Schools Character Traits of the Month. Listed below are the traits, by month, so that you can help us instill these characteristics into the actions of our students...your children.

- **September: Respect.** Please emphasize courtesy, patience, tolerance, cooperation and consideration.
- **October: Responsibility.** Please emphasize effort, being prepared, commitment, dependability and accountability.
- **Nov./Dec: Compassion.** Please emphasize love, empathy, kindness, acceptance and forgiveness.
- **January: Integrity.** Please emphasize honor, loyalty, morality, humility and gratitude.
- **February: Citizenship.** Please emphasize justice, service, courage, patriotism and good sportsmanship.
- **March: Self-Discipline.** Please emphasize flexibility, motivation, self-control, organization and perseverance.
- **April: Honesty.** Please emphasize sincerity, fairness, truthfulness, genuineness and trustworthiness.
- **May: Self-Worth.** Please emphasize pride, confidence, self-respect and sense of humor.

Be an asset builder: parents as asset builders.

As a parent, caregiver or guardian – you are a student's number one asset builder! This is an important responsibility. Below are some things to remember as you go through the year dealing with your child as a "student".

Assets are Powerful!

The Search Institute has identified 40 concrete, positive experiences and qualities – the Developmental Assets – that have a tremendous influence on young people's lives. These assets have the power to influence choices young people make and help them become caring, responsible adults.

Recent research suggests that beyond food and shelter, today's young people need three things for healthy development:

- Safe places
- Caring adults
- Positive activities

Research by Search also shows that the more Assets young people have, the less likely they are to engage in high risk behaviors. On average, young people with more Assets:

- Engage in fewer negative, high-risk behaviors, such as using drugs and alcohol, being violent, and having premarital sex.

- Exhibit more positive or thriving behaviors such as succeeding in school, exhibiting leadership qualities, and valuing diversity.
- Are more resilient in the face of challenges, stresses and difficult situations.

Everyone's an Asset Builder

Young people need positive external supports and internal strengths – Assets—in order to succeed in life. They need people to help nurture these Assets and help them navigate and thrive in a world that is full of change and challenges.

Everyone is an Asset Builder. It doesn't take money or special training. You can be a child, teenager, single adult, parent, grandparent or neighbor – anyone can build Assets.

Review the *50 Ways to Show You Care* for ideas on how you can start building Assets in the young people in your life.

Asset Categories

The 40 Assets of healthy development that help young people grow up healthy, caring and responsible are divided into eight categories.

The first four Asset Categories focus on external structures, relationships and activities that create a positive environment for young people.

- **Support:** Young people need to be surrounded by people who love, care for, appreciate and accept them.
- **Empowerment:** Young people need to feel valued and valuable. This happens when youth feel safe and respected.
- **Boundaries and Expectations:** Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.
- **Constructive Use of Time:** Young people need opportunities – outside of school – to learn and develop new skills and interests with other young adults.

The next four categories reflect internal values, skills and beliefs that young people also need to fully engage with and function in the world around them.

- **Commitment to Learning:** Young people need a sense of the importance of learning and belief in their own abilities.
- **Positive Values:** Young people need to develop strong guiding values or principals to help them make healthy life choices.
- **Social Competencies:** Young people need the skills to interact effectively with others, to make difficult decisions and to cope with new situations.
- **Positive Identity:** Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Affirm...Interact...Engage...Empower

Build Assets in Kids: 25 Ways to Show You Care

1. Notice them
2. Ask them about themselves
3. Be yourself
4. Cheer their accomplishments
5. Go places together
6. Introduce them to new experiences
7. Expect their best; don't expect perfection
8. Catch them doing something right
9. Laugh at their jokes
10. Suggest better behaviors when they act out
11. Hug them
12. Be curious with them
13. Play outside together
14. Delight in their discoveries
15. Be available
16. Create a safe, open environment
17. Daydream with them
18. Make decisions together
19. Magnify their magnificence
20. Build something together
21. Let them make mistakes
22. Inspire their creativity
23. Invite them over for juice
24. Listen to their favorite music with them
25. Love them, no matter what

Is this you...

- P I know and use the names of people – young and old- regularly when I see them.
- P I focus daily on all people's gifts and talents.
- P I help youth use their strengths to overcome their deficits.
- P I regularly encourage other adults in my community to build assets with young people.
- P When young people are in trouble, I begin my interactions with them by focusing on their strengths.
- P I'm expanding my positive influence by pursuing relationships with young people I don't know.
- P At least once a week, I do something for or with people that goes beyond their normal expectations.
- P I work hard to maintain relationships with people with whom I am already connected.
- P I have high expectations for myself, my fellow community members, and young people in my community.
- P I take the time to listen when people speak with me.
- P I take the initiative in engaging with people positively.
- P I smile at and make eye contact with any person – young or old- as I go about my day.
- P I believe that my power as an asset builder comes from the relationships that I develop with people.
- P I engage people of all ages positively where ever I go.

“No act of kindness, no matter how small, is ever wasted.” -- Aesop

Bullying and Hate Motivation Prevention

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

Physical: hitting, kicking, spitting, pushing

Verbal: teasing, threatening, name-calling

Psychological: excluding someone, spreading rumors, intimidating

Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens. (www.cde.ca.gov/ls/ss/se/bullyingprev.asp)

Anti-Bully Week: January 24 through January 27, 2012 is Be Bully Free week within the Amador Public Schools. The purpose of this week is to highlight the effects of bullying, heighten awareness and help students, teachers and parents learn to recognize and end bullying...so that we can all Be Bully Free!

Amador Public Schools Anti-Bullying List for Students

- *Treat others with courtesy and respect.*
- *Make everyone feel welcome and included.*
- *Help others who are being bullied or picked on by notifying an adult or simply saying it is not ok and reminding the person being bullied that it is ok to walk away – then walk away with them.*

Zero Indifference: We follow the Anti-Defamation League's Zero Indifference guidelines. A Zero-Indifference response to name-calling means that members of the school community take collective action to not tolerate name-calling and bullying. Although there is no one right way to intervene, consistent intervention is key to establishing a school environment where all students feel safe and respected.

THREE THINGS THAT A WITNESS TO BULLYING SHOULD NEVER DO:

- Ignore the incident.
- Excuse it.
- Allow yourself to become immobilized by fear or uncertainty.

EFFECTIVE INTERVENTIONS CONSIST OF TWO STEPS:

1. **Stop the behavior (immediately).**
2. **Educate those involved (either publicly, on the spot, or later, in private depending upon the particular situation or incident).**

Please go to http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1133-1.pdf for more information. This is also the source for Zero Indifference Information.

Tobacco Use Prevention Education

How Parents Can Help Protect Their Children from Becoming Smokers

The majority of parents do not want their children to smoke. Smoking causes a range of serious health risks including lung cancer, heart disease and strokes. It is also the frequent cause of premature disability and death. To make matters worse – smoking is extremely addicting and the addiction comes on quickly – sometimes as quickly as days after one first experiments with tobacco. The truth is -- smoking can harm children well before they reach adulthood by causing a number of immediate, sometimes irreversible, health risks and problems. Right now, one in five high school students smokes and experimentation can come as early as the fourth grade. According to the most recent California Healthy Kids Survey, 9% of all fifth graders within Amador County Unified School District have tried smoking as well as 6% of seventh graders, 16% of ninth graders and 27% of eleventh graders.

Fortunately, parents can take effective action to help their children stay away from smoking. Being a good role model is important, but it takes more than that to prevent children from smoking. Parents must also work against pro-smoking influences outside the home, including efforts to ensure that schools are doing their best to prevent and reduce youth smoking and to reduce cigarette-company marketing that reaches down and influences children. U.S. tobacco companies spend more than \$34 million per day marketing their products and they rely on young smokers to replace their adult customers who quit or die. As one cigarette company executive put it, “the base of our business is the high school student.” (Lorillard, *Memo from TL Achey to Lorillard President*, Bates No. TINY0003062.)

Parents as Anti-Smoking Models – Whether or Not You Smoke

What parents say, how they act and the values they communicate through their words and actions has an enormous influence on children – and this applies to tobacco use. Studies have found that parental actions, attitudes and opinions about smoking have a great deal of influence on whether or not their children smoke. A recent study found that parental antismoking actions such as having restrictions about smoking in the home in place or sitting in non-smoking sections of restaurants are associated with reduction in children’s smoking (Andersen, MR, et al, “Antismoking Parenting Practices Are Associated With Reduced Rates of Adolescent Smoking,” *Archives of Pediatrics and Adolescent Medicine* 158(4); 348-352, April 2004). Specifically, parents can take the following actions to help ensure that their children remain or become smoke free.

- **If you don’t smoke, don’t start. If you smoke, quit.** Research shows that children who have a parent who smokes are more likely to smoke and to be heavier smokers at younger ages. When parents quit smoking, their children become less likely to start smoking and more likely to quit if they already smoke.
- **If you smoke, share your struggles to quit with your children.** Children greatly underestimate how difficult it is to quit smoking. Showing how hard it is to quit can help eliminate misperception. Continuing to try to quit, despite difficulties, also sends a strong anti-smoking message.
- **Maintain a smoke-free home.** A smoke-free home makes children less likely to smoke, even if their parents smoke. By not allowing anyone to smoke in their homes, parents not only make smoking less convenient for their children but also make a powerful statement that they believe smoking is undesirable.

- **Tell your children that you don't want them to smoke and will be disappointed if they do.** Parental attitudes, opinions and feelings about their children's smoking status greatly influences whether or not children will smoke, even when parents smoke.
- **Make sure your children have the facts they need.** By making sure your children know how harmful smoking is, you can help them develop a firm, negative perception or attitude about smoking practices and their consequences, and children with such negative perceptions or attitudes are less likely to smoke.
- **Emphasize the immediate health effects.** Most teenagers wrongly believe that smoking will have no direct effect on their health until they reach middle age. But smoking causes many immediate or near-term effects on health, including persistent coughs, respiratory problems, a greater susceptibility to illness and decreased physical performance.
- **Emphasize the effects of smoking on physical appearance.** Cigarette ads create the image that smoking is sexy and attractive, and kids identify improving self-image as a reason for smoking. But smoking actually causes yellow teeth, bad breath, smelly clothes and more severe and early facial wrinkles.
- **Destroy the myth that everyone smokes.** Many children overestimate the amount of smoking among their peers and such overestimation is among the strongest predictors of smoking initiation. For example, teens believe that 67 percent of adults smoke and that 54 percent of teens are currently smokers, but less than 25 percent of adults and 17 percent of all teens actually do smoke.

Parents can also help keep their children from smoking by following basic good-parenting practices. For example, students who do well in school and participate in structured, extra-curricular activities are less likely to be susceptible to smoking – and parents can encourage and support both. As an added bonus, by setting and consistently enforcing realistic rules, talking to their children, paying attention to the kinds of friends their children are associating with, and generally staying interested and involved in the lives of their children, parents can reduce the risk of their children smoking and reduce the chances that their children will become involved in other risky behaviors – such as drug and alcohol use.

Good Parenting is NOT Enough

While parents can play an important role in youth tobacco prevention, children are subject to other powerful influences outside their homes that can play a critical role in whether they smoke or not. These influences should not be ignored.

Most notably, the cigarette companies spend about \$12.5 billion per year to market and promote their products, and most of these marketing efforts reach kids. In fact, research studies have found that children are three times as sensitive to tobacco advertising than adults, are more likely to be influenced to smoke by cigarette marketing than by peer pressure, and that one third of underage experimentation with smoking is attributable to tobacco company advertising and promotion.

More generally, the big cigarette companies have been trying to shift attention and support away from establishing effective new laws or policies to prevent and reduce tobacco use among children by promoting the idea that the problem should be left to parents. But dumping the entire burden on parents will not reduce the availability of cigarettes to underage buyers, stop tobacco marketing that reaches kids, establish smoke-free schools, or otherwise reduce youth exposure to tobacco

marketing and tobacco use when outside of their homes. To address these powerful factors that influence children, parents can take the following actions:

- **Show your children how cigarette ads and images are designed to manipulate them.** Parents can reduce the powerful impact cigarette ads and positive-smoking images that confront kids every day have by talking with their children about the ads' false ideas of glamour, maturity, coolness, and beauty and about how the tobacco companies try to manipulate kids into becoming their future addicted consumers.
- **Make your children's schools tobacco-free.** By getting more involved in our schools, parents can help us enforce policies developed by the U.S. Centers for Disease Control and Prevention and others, such as:
 - Prohibiting all smoking on school property or at school events.
 - Not accepting any funding, curricula, or other materials from the tobacco industry.
 - Educating students about the short- and long-term negative consequences of tobacco use, and providing peer-pressure refusal skills.
- **Support other local tobacco-prevention efforts,** such as new state or local laws to make restaurants and other public areas smoke-free or new initiatives to enforce the existing laws that prohibit cigarette sales to kids.
- **Support new state and federal laws to restrict cigarette marketing that reaches kids,** such as state laws banning cigarette vending machines or the new federal law to give the U.S. Food and Drug Administration authority over tobacco products and their marketing that parallels the FDA's existing authority over other food and drug products.
- **Support new state and federal programs to prevent and reduce tobacco use among children,** such as increases to federal or state cigarette taxes (which reduce smoking rates, especially among kids) or new state investments of tobacco-settlement funds in programs to prevent and reduce youth smoking.

There are many ways to take action to influence local, state, and federal laws and programs to prevent and reduce tobacco use among children. Working with locally-based tobacco prevention coalitions is one terrific option. Another way to take action and keep informed is to visit the Action Center on the Campaign for Tobacco-Free Kids' website. The Campaign's website is at www.tobaccofreekids.org and the Action Center is at <http://action.tobaccofreekids.org>.

Smoking Facts

Discuss the smoking facts below with your child and complete the worksheet on the following page.

1. Cigarette smoking is addictive because:
 - Smokers develop a tolerance to nicotine (they need to smoke more and more for an effect).
 - Smokers become dependent on nicotine (they need it to feel comfortable).
 - Smokers suffer withdrawal symptoms (physical and psychological discomfort when they try to stop smoking).
2. There are hundreds of chemical substances in cigarette smoke. Three of the most damaging are:
 - *Tars*--damage delicate lung tissue and are considered the main cancer- causing agent in cigarette smoke.
 - *Nicotine*--a poison found only in tobacco leaves. It can be extracted as a colorless, oily transparent liquid and used in solution as an insecticide. One drop of pure nicotine can be fatal to humans.
 - (1) It is a powerful stimulant to the brain and central nervous system that "hits" the brain within four seconds. Like the drug alcohol, after it initially stimulates, it has a depressant effect.
 - (2) Nicotine constricts (narrows) the blood vessels, cutting down the flow of blood and oxygen throughout your body. Your heart has to pump harder, thus increasing the chance of heart disease. It raises the blood pressure and also narrows bronchioles (air passageways) in the lungs, depriving the body of oxygen.
 - *Carbon monoxide*--replaces needed oxygen in your red blood cells. Even after one stops smoking, carbon monoxide stays in the bloodstream for hours, depriving the body of oxygen until the oxygen level in your blood returns to normal. Carbon monoxide is a waste product of cigarette smoking and also of gasoline engines.
3. Some of the diseases caused by cigarette smoking are:
 - *Chronic bronchitis* (inflammation of the bronchi which are the breathing tubes in the lungs)
 - *Laryngitis* (inflammation of the throat)
 - *Emphysema* (a degenerative lung disease that destroys breathing capacity)
 - Smoking is a contributing factor in *cancer* of the lungs, mouth, and esophagus.
4. Smoking cigarettes stains the teeth, reduces the efficiency of the body's ability to taste and smell, and increases the process of wrinkling of the skin (especially around the eyes).
5. The effects of some medication taken by a person may be increased, decreased, or cancelled out by smoking.
6. Cigarette smoking by pregnant women may cause harm to the fetus.
7. Cigarette smoke pollutes the air in enclosed places, which also affects the nonsmokers present.
8. Smoke from an idle cigarette contains at least as much tar and nicotine as inhaled smoke (American Lung Association).
9. Chewing tobacco may lead to cancer of the mouth and to an addiction because of the nicotine that is absorbed through the mouth's lining.
10. It is generally accepted that "peer pressure" encourages many young people between the ages of 10 and 18 to begin experimenting with smoking (American Cancer Society).
11. When a person quits smoking, the body begins to repair some of the damage caused by cigarette smoking.

Student Activities

Student Activity 1: Smoking Facts

Use the Internet or take a trip to the library and research two or three of the smoking facts from the previous page. On a separate piece of paper, write a letter to a friend convincing him or her not to smoke.

Student Activity 2: Create an Ad

Create a print ad, with both text and artwork, with the purpose of educating your peers about the harmful effects of tobacco.

Example:



Source: <http://funnytogo.com/pictures/anti-tobacco/advertisements.htm>

The Educational Rights of Students in Homeless Situations:

The McKinney-Vento Homeless Education Act protects the educational rights of students experiencing homelessness. It provides grants and legal protections so children and youth in homeless situations can enroll in, attend, and succeed in school and preschool programs. The Act defines homelessness as: lacks a regular, fixed and adequate nighttime residence (substandard housing), sharing housing due to economic struggles (doubled up), living in a shelter, hotel or motel or living in a public place not designated for sleeping (cars, parks).

Students in homeless situations have the right to:

- Go to school, no matter where they live or how long they have lived there.
- Get help enrolling and succeeding in school from the school district's liaison for the Education of Homeless Children and Youth. Every school district must have a liaison. Liaisons have a special responsibility to help youth who are on their own.
- Stay in the school they went to before becoming homeless or whatever school they were enrolled in last (called "school of origin"), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless.
- If applicable, get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.
- Go to the local school in the area where they are living. The school must immediately let students enroll, attend classes, and participate fully in school activities, even if students do not have a parent or guardian with them or documents such as proof of residency, immunization records, other medical records, school records, or other documents. Once students are enrolled, the school must get records from the last school, and the liaison must help students get immunizations or immunization and medical records.
- If applicable, get preschool services, free or reduced school meals, services for English language learners, special education, Title I services, vocational/technical education, gifted and talented services, and before- and after-school care, as needed.
- Go to school with children who are not homeless. Students cannot be separated from the regular school program because they are homeless.

Amador Public Schools:

217 Rex Avenue
Jackson, CA 95642

Homeless Liaison: Elizabeth Chapin-Pinotti
Assistant Superintendent of Curriculum and Instruction
209-257-5339

Dispute Resolution:
Executive Director of Personnel
209-257-5331

Common Signs of Homelessness

- ❖ *First Common Signs of Homelessness*
 - Parent who seems confused when asked about the last school attended
 - Low-income motel address on enrollment form
 - Statements from family when enrolling, such as: We've been having a hard time lately." "It's a new address. I can't remember it." "We move a lot and are staying with friends until we find a place."

- ❖ *Lack of Continuity in Education*
 - Attendance at many different schools
 - Lack of records needed for enrollment (birth certificate, immunizations, pre-school physical, school records, residency, etc.)
 - Inability to pay fees for school-related activities or school supplies
 - Consistent lack of preparation for schools (coming without books, supplies, homework completed, or papers signed)

- ❖ *Poor Health/Nutrition*
 - Chronic hunger (may hoard food)
 - Fatigue (may fall asleep in class)
 - Increased vulnerability to colds/flu
 - Grooming and personal hygiene are neglected/inconsistent
 - Wearing same clothes for several days
 - Unattended vision, medical, and dental needs

- ❖ *Transportation and Attendance Problems*
 - Erratic attendance or tardiness
 - Inability to contact parents (no telephone, no address, etc.)
 - Parents do not attend parent-teacher conferences, etc.
 - Numerous absences
 - Lack of participation in field trips and after-school activities

Eligibility for the Program

According to the McKinney-Vento Homeless Assistance Act (Title X Subtitle B—Education for Homeless Children and Youth” Sec. 725) the term “homeless children and youth . . .

(A) means individuals who lack a fixed, regular, and adequate nighttime residence . . . and

(B) includes—

- (i)** children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii)** children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings . . .
- (iii)** children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv)** migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in (i) through (iii).

Open Enrollment Notification

The California State Legislature passed and Governor Schwarzenegger signed into law SBX5 4 (Romero), Open Enrollment, allowing parents the right to transfer their children out of schools that have been identified as one of the low-achieving schools in California based on certain criteria. As parent and/or guardian you have the option to transfer your child to another school within the Amador County Unified School District or any district outside of the Amador County Unified School District with a higher Academic Performance Index (API) than your school site-- as our school has been identified on the list. Schools available for your choice within ACUSD are: Ione Elementary, Sutter Creek Elementary, Pine Grove Elementary and Plymouth Elementary.

If you choose to exercise your Open Enrollment transfer option, you may either complete the application form at the bottom of this letter or contact our office and we will complete the application for you. You will receive a copy of the transfer application under Open Enrollment that you will be able to present at your district/school of choice.

Transportation costs and/or fees are not included under the Open Enrollment statute and are the responsibility of the parent. Additionally, receiving districts/schools may reject admission if they have established policies and guidelines that may include capacity of the school or program.

If you have any further questions or concerns, please contact our office at: (209) 257-5353.

OPEN ENROLLMENT TRANSFER FORM

I (Parent/Guardian name), _____ wish to exercise the Open Enrollment transfer of my children, (Name/s of children)

_____. Please check which school within Amador Unified School District you wish to attend or check the box and list name of school outside of Amador Unified School District. Please return the transfer form to your school of residence for processing. Every attempt will be made to meet your request.

Ione Elementary
 Sutter Creek Elementary
 Pine Grove Elementary
 Plymouth Elementary

Out of Amador Unified School District

Name: _____ Current School: _____

Phone: _____ e-mail: _____

AMADOR COUNTY PUBLIC SCHOOLS
ANNUAL NOTIFICATION TO PARENTS/GUARDIANS

PLEASE SIGN AND RETURN
THE LAST PAGE TO YOUR
SCHOOL SITE OFFICE.

ACKNOWLEDGEMENT OF PARENT OR GUARDIAN ANNUAL RIGHTS NOTIFICATION
Please sign and return this page to your child's school office indicating that you have been notified of the specified activities and whether you have a child on continuing medication.

The Annual Parent/Guardian Notification is available online at www.amadorcoe.org, or your school site's office or the Amador County Public Schools Superintendent's Office (257-5353).

Student's Name: _____ School: _____ Teacher: _____ Grade: _____

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.

Signature of Parent or Guardian: _____ Date: _____

PLEASE COMPLETE THE FOLLOWING IF APPLICABLE:

1. Student is on a continuing medication program: (Please check one) YES _____ NO _____

If YES, you have my permission to contact student's physician:

Physician's Name: _____ Telephone: _____

Medication: _____ Dosage: _____

Medication: _____ Dosage: _____

2. If you do not wish directory information released (page 1), please sign where indicated below and ensure receipt of this form by the school office **within the next 30 days**. Note that this will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

Do NOT release directory information regarding _____
(Pupil's Name)

Check if an exception may be made to include student information and photos in the yearbook.

Over the course of the year pictures are taken at various events and may be posted to the district website. Please check this box if you do NOT want your child's photo to appear on the district website.

Signature of Parent or Guardian: _____ Date: _____

1. Education Code 48980 requires that parents be notified annually with regard to the following programs. If you have any questions regarding these items, please contact the school site administrator for further explanation. If you do not wish your student to participate in the following programs, please check the box to the left. Your student's teacher(s) will be given a copy of this notice as a way of helping to assure that your request is honored. This form is in effect for one school year only.

Please discuss with your student those areas checked. You should advise your student that they are not allowed to participate in the programs below or areas of instruction. Students need to know that they can request to be excused from a class should the discussion or presentation be in conflict with their parents' right to have them opted out.

I object to my student's participation in the following programs: 1. Harmful or Destructive Use of Animals 2. Physical Examinations – See Health Services 3. Excuse from Health/Sex Education Due to Religious Beliefs 4. Excuse from HIV/AIDS Education 5. Excuse from Sex Education 6. Excuse from Healthy Kids Survey, Grades-5, 7, 9, 11 7. Excuse from Vision, Hearing and/or Scoliosis Screening