



Lindsay Unified School District

Parent/Learner Handbook Signature Page 2017-2018

Lindsay Unified School District has prepared this handbook to provide parents and learners with information pertaining to all schools in the district.

Please read the information contained in this handbook and discuss it with your child.

If you have any questions about any of the information, please call your school principal.

Please sign and return this page to the school

I have received and reviewed the parent/learner handbook and have discussed it with my child(ren).

- Annual Notifications of Parents and Guardians
- Agreement of Permission to Use Technology
- Annual Pesticide Notice
- Notice of Privacy Practices for the Use and Disclosure of Private Health Information (HIPPA)
- Uniform Complaint Procedures
- Discipline Matrix

Parent/Guardian Signature

Date

Learner's Signature

Date

Print Learner's Name: _____

Print Name of Parent/Guardian: _____

Address: _____

City: _____

Phone: _____

Learner Technology Acceptable Use Agreement

Student Acknowledgment

I have received, read, understand, and agree to abide by this Agreement and other applicable laws and District policies and regulations governing the use of District Technology. I understand that there is no expectation of privacy when using District Technology. I hereby release the District and its personnel from any and all claims and damages arising from my use of District Technology or from the failure of any technology protection measures employed by the District. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name (please print): _____

Grade: _____

School: _____

Signature: _____ Date: _____

Parent or Legal Guardian Acknowledgement

If the student is under 18 years of age, a parent/guardian must also read and sign the Agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Agreement. By signing this Agreement, I give permission for my child to use District Technology and/or to access the school's computer network and the Internet. I understand that, despite the District's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, District, and District personnel against all claims, damages and costs that may result from my child's use of District Technology or the failure of any technology protection measures used by the District. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.

Name (Please print): _____ Date: _____

Signature: _____



Lindsay Unified School District

One-to-World Initiative

Learner Laptop Use Agreement

Lindsay Unified School District is committed to providing learners with 24/7 access to learning and preparing learners to be literate, responsible citizens in a digital society. The One-to-World Initiative will allow our learners to learn in a technology-rich environment to become effective users and communicators of information in order to function as productive members of our global community.

Learner-Parent Technology Agreement

The integration of the laptop into the learning environment is very exciting, and if used correctly, will create stimulating new opportunities for our learners. Because of the relative freedom learners will have in acquiring new knowledge and the responsibility required to use these devices appropriately, this document will serve as an agreement between the district, learner and parent in order to ensure a safe and productive technological atmosphere.

A. General Care & Expectations:

- Heavy objects should never be placed on top of your device.
- Do not do anything that will alter the appearance or function of your device in any way.
- Use both hands when carrying your device.
- Always put your device in its case when transporting your device between your home and school as well as from class to class.
- Deliberate or negligent damage to the device will negate the LUSD Self-Insurance Policy and will force LUSD to charge the learner/parent the cost of replacing the device at fair market value.
- Do not eat or drink while using your device.
- Learners will use their devices for educational purposes only.
- Learners will follow the LUSD Internet Use Agreement (Learner Handbook, pg. 64)
- Learners will not install proxies or any other software to bypass the LUSD filters.
- Learners will maintain good attendance and demonstrate positive behavior at school.
- Learners will not access inappropriate content and take steps to avoid it.
- Device will be kept secure at all times.

Repair Fees:

- **Tier 1 (minor damage): \$10**
- **Tier 2 (moderate damage): \$20**
- **Tier 3 (total loss not due to negligence or intentional damage): \$30**

B. Learner Digital Citizenship Pledge:

- I will demonstrate responsible and respectful behavior in the digital world.
- I will take steps to protect my personal information and avoid scams online.
- I will ensure a positive online environment by taking steps to prevent Cyberbullying, harassment, and other harmful behaviors.
- I recognize the impact of my actions on the Internet and understand how they can impact my future.
- I will create a healthy and responsible online identity.

I agree to abide by the conditions of the *LUSD Learner Laptop Use Agreement*. I understand I/my child will lose this privilege for a violation of any of the above expectations.

_____	_____	_____
Date	Learner Name (Print)	Learner Signature
_____	_____	_____
Date	Parent Name (Print)	Parent Signature

2017 - 2018

Parent and Learner Handbook



LINDSAY UNIFIED
SCHOOL DISTRICT

Superintendent
Thomas L. Rooney

“EMPOWERING AND MOTIVATING FOR TODAY AND TOMORROW”

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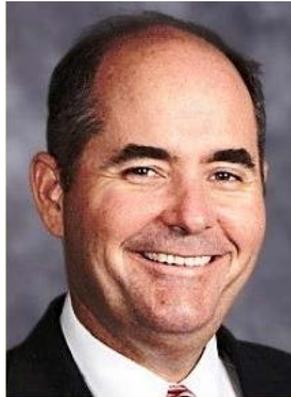
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WELCOME TO LINDSAY UNIFIED SCHOOL DISTRICT



Thomas Rooney, Superintendent

Our mission of *Empowering and Motivating for Today and Tomorrow* and all facets of the LUSD Strategic Design will continue to create many successes for our learners in the performance-based system. The dedicated and focused work of the past several years will bear much fruit as our learners continue to gain the academic knowledge and social skills that will effectively prepare them to reach their fullest potential.

The learning facilitators, leaders, and support staff in Lindsay Unified are proven professionals with an impressive record dedicated to the learners they serve. In Lindsay Unified, all learners are educated by people that are highly skilled, caring, compassionate, and persistent in maintaining high levels of academic rigor. We are an innovative, dedicated, committed team of people who are focused on learning and really believe in our learners.

With a relentless focus on student learning, the Lindsay Learning Community will continue to move closer to the section of the district's *Learning Vision* which states "***Every day, Lindsay students come to school and are met at their developmental learning level, they are challenged, they are successful, and they leave school wanting to return tomorrow.***" As all components of the LUSD Strategic Design become a reality, Lindsay Unified will lead the way in transforming public education so that it will effectively prepare all learners for the challenges of the future!

Board of Trustees

Vahnn Blue, Trustee
Alex Flores, Trustee
Robert Hurtado, Trustee
Jean Miller, Trustee
Dr. Perla Soria, Trustee

Each year the Superintendent and members of the Board of Trustees meet goals and priorities for the upcoming year. This is done during a special Board workshop at the beginning of each calendar year.

Board Goals and Priorities

1. Continuous Improvement of Learner Achievement through the Implementation of the Performance Based System by:

- a. Create opportunities for real-life, meaningful learning through cross-curricular and project based learning designs which allow learners to pursue their interests and experience deeper learning.
- b. Increase the number of learners reading at proficiency on the Development Reading Assessment (DRA) or Lexile
- c. Increase the number of learners demonstrating proficiency in mathematics using an objective measure
- d. Teach and assess Next Generation Science Standards (NGSS) systematically for all learners K-12
- e. Teach, assess, and give feedback on the Life Long Learning Standards for all learners K-12
- f. Accelerate language acquisition of English Learners as evident by re-designation statistics

2. Full Engagement in the Lindsay Unified School District Strategic Design

- a. Continue and nurture partnerships with all stakeholders
- b. Expand parent involvement and parent learning opportunities
- c. Continue to develop the leadership capacity of district staff by deepening the commitment to the Strategic Design and further developing the Performance Based System
- d. Continue to address the professional development needs of the Classified staff
- e. Make the Strategic Design more meaningful to the community so that community stakeholders will become committed to advancing the Performance Based System

3. Management of District Resources

- a. Maintain the fiscal integrity of the District through prudent and responsible use of resources
- b. As appropriate, develop grants to support the District's goals and needs
- c. Manage the sustainability and scalability of the LUSD resources (programs, facilities, personnel, technology etc.)

Board Approved: February 6, 2017

Core Values

Core Values guide our behavior; govern how we will work together as we carry out the mission and vision:

Integrity

The embodiment of honesty, fairness, trustworthiness, honor, and consistent adherence to high-level moral principles

Commitment

People's willingness to devote their full energies and talents to the successful completion of undertakings

Excellence

A desire for, and pursuit of, the highest quality in any undertaking, process, product, or result

Risk-Taking

Taking initiative, innovating, breaking the mold, and speaking out in sincere attempts to support core values

Teamwork

Working collaboratively and cooperatively toward achieving a common recognized end

Accountability

Taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes

Improvement

A commitment to continuously enhance the quality of personal and organizational results, performances, and processes

Openness

A willingness & desire to receive, consider, & act ethically on information and possibilities of all kinds

Alignment

The purposeful, direct matching of decisions, resources, and organizational structures with the organization's vision

Courage

The willingness of individuals & organizations to risk themselves despite the likelihood of negative consequences or fear

Adopted by LUSD Board of Trustees, 5/21/07

Directory of Offices

Tom Rooney

Superintendent

371 E Hermosa St.

Lindsay, CA 93247

Telephone (559) 562-5111

Fax (559) 562-6145

Bobbie Velasquez

Administrative Assistant to the Superintendent

Telephone (559) 562-5111 Ext. 5109

bvelasquez@lindsay.k12.ca.us

District Office Directory

Business	(559) 562-5111 Ext. 5118
Curriculum & Instruction	(559) 562-5111 Ext. 5157
District Office Manager	(559) 562-5111 Ext. 5719
Food Services	(559) 562-6663
Healthy Start	(559) 562-8292
Human Resources	(559) 562-5111 Ext. 5123
Maintenance & Operations	(559) 562-8395
Migrant Educational Region XXIV	(559) 562-1703
Special Education/ Student Services	(559) 562-5111 Ext. 5766
Transportation	(559) 562-4519

Learning Community Regular Day and Modified Day Schedules

Washington Elementary School

(559) 562-5916

8:15 a.m.-3:00 p.m. M/T/Th/F

8:15 a.m.-1:10 p.m. Wednesdays

Jefferson Elementary School

(559) 562-6303

8:15 a.m.-2:55 p.m. M/T/Th/F

8:15 a.m.-1:00 p.m. Wednesdays

Reagan Elementary School

(559) 562-1311

8:05 a.m.-2:50 p.m. M/T/Th/F

8:05 a.m.-1:00 p.m. Wednesdays

Lincoln Elementary School

(559) 562-2571

8:02 a.m.-2:50 p.m. M/T/Th/F

8:02 a.m.-1:00 p.m. Wednesdays

Roosevelt Elementary School

(559) 562-7208

8:05 a.m.-2:50 p.m. M/T/Th/F

8:05 a.m.-1:00 p.m. Wednesdays

Kennedy Elementary School

(559) 562-5466

8:00 a.m. – 2:55 p.m. M/T/Th/F

8:00 a.m. – 1:05 p.m. Wednesdays

J. J. Cairns Continuation High School

(559) 562-5913

9:00 a.m.-3:30 p.m. M/W/Th/F

10:00 a.m.-3:30 p.m. Tuesday

Lindsay High School

(559) 562-5911

8:15 a.m.-3:20 p.m. M/T/Th

8:55 a.m.- 3:20 p.m. W/F

Lindsay Community Day School

(559) 562-5913

9:00 a.m.-3:30 p.m. M-F

Staff Development Days & Schedule Changes

Staff development days and changes to the above schedules are located in the Lindsay Unified School District Calendar enclosed in the enrollment packet. In addition, the calendar is located on the District website under Human Resources and Academic Calendar. Parents will receive notification of any changes to these schedules from the school principal. (§ 48980)

Activities Calendar

Any activity that will be undertaken by the school during the forthcoming school term, a notice or calendar shall state that fact and shall also state the approximate date upon which any of such activities will occur. Parents may contact their school site or check the District website for activity information. (§ 48983)

Learning Community Contact Information

Schools		Phone
Washington Elementary, 451 E Samoa St, Lindsay		562-5916
Jefferson Elementary, 333 Westwood St, Lindsay		562-6303
Lincoln Elementary, 851 N Stanford, Lindsay		562-2571
Reagan Elementary School, 340 N Harvard St, Lindsay		562-1311
Kennedy Elementary, 1701 E Tulare Rd, Lindsay		562-5466
Roosevelt Elementary, 461 W Hickory, Lindsay		562-7208
Lindsay High School, 1849 E Tulare Rd, Lindsay		562-5911
John J. Cairns Continuation High School, 290 N. Harvard, Lindsay		562-5913
Lindsay Community Day School, 290 N. Harvard, Lindsay		562-5913
Loma Vista Charter School, 290 N. Harvard, Lindsay		562-5913
Department/Programs Information		Phone
Afterschool (STARS) Program		562-5111, Ext. 5719
Healthy Start		562-8292
Preschool		562-8523
Special Education/Student Services		562-5111, Ext. 5766
Migrant Region 24		562-1703
Food Service		562-6663
District Nurse		562-8292
Maintenance and Operations		562-8395
Transportation Services		562-4519
Board of Trustees	E-mail	Phone
Vahnn Blue	vblue@lindsay.k12.ca.us	719-7990
Alex Flores	alflores@lindsay.k12.ca.us	731-1170
Robert Hurtado	rhurtado@lindsay.k12.ca.us	789-7902
Jean Miller	jmiller@lindsay.k12.ca.us	361-4816
Dr. Perla Soria	psoria@lindsay.k12.ca.us	920-0323

Accreditation

The Western Association for Schools and Colleges (WASC) Commission grants a status of accreditation that shows a strong correlation to existing student achievement results and current programmatic and operational actions based on the Accrediting Commission for Schools WASC criteria and accreditation status factors noted in the visiting committee report and the visiting committee recommendation (§35160-35178.4). The visiting committee bases its status recommendation on evidence contained in the self-study and encountered during the school visit that indicates:

- The degree to which high achievement by all students is occurring
- The capacity of the school to implement, monitor, and accomplish the action plan aligned to the areas of greatest need impacting student achievement
- The school's status with respect to institutional and/or governing authority expectations.

WASC accreditation reports can be found on the District, Lindsay High School and/or John J. Cairns Continuation High School's web site at www.lindsay.k12.ca.us. More information about WASC can be accessed at: <http://www.acswasc.org/>.

Attendance

Attendance (§46010-48900)

Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade. The Governing Board believes that excessive learner absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put learners at risk of dropping out of school. The Board desires that all learners attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district. **All children of school age (6-18 years old) are legally required to attend public school unless they have been exempt from attendance in accordance with the provisions of the Education Code 48200.**

Each time a pupil is absent from school, he/she loses instructional time, which cannot be duplicated and diminishes his/her prospect of achieving success in school. It is therefore very important that your child attend school every day and remain at school for the full length of the school day. No pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Education Code Section §48205 when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. **Lindsay Unified School District has adopted a 95% attendance policy for high school graduation ceremony participation purposes, which allows 1 day of absence each month (non-cumulative).** Therefore, strategies have been developed that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop learners' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize learners who achieve excellent attendance or demonstrate significant improvement in attendance. In addition, strategies have been established that enable early outreach to learners as soon as they show signs of poor attendance.

Absences

When it is necessary for your child to be absent from school, a note signed by the parent or guardian, is to be sent to the school with your child when he/she returns, giving the dates of the absence and explaining the reason for the absence. District procedures allow 9 days of excused absences without verification of illness from a medical professional or authorized school employee. After 9 days of unverified excused absences, parents are required to provide verification from a doctor to clear additional absences (§46011). Without verification, absences after 9 days will be considered unexcused.

The principal may require verification from a doctor or medical practitioner when a single absence exceeds three calendar days. (If your child is under medical care, it is best to provide the verification of illness before it is required.) Parents are encouraged to attempt to schedule medical appointments before and after school.

School authorities may excuse any learner from school to obtain confidential medical services without the consent of the learner's parent/guardian.

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations.

If someone other than the parent is to pick up your child, his/her name needs to be included in the note. By law, the school cannot release a child to anyone other than the parent without written permission.

Excused Absence: Justifiable Personal Reasons (§ 48200-48900)

Every student is expected to attend school on a daily basis, unless there is valid justification for the absence [Education Code 48200]. Please refrain from allowing your child to have parent permitted trancies. Trancies are best described as absences for reasons other than what the law allows.

They may include the following:

- Personal business
- Car problems
- No clean clothes
- Bad inclement weather
- Walkouts/demonstration

School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation within then (10) days after the student returns to school in order to prevent absences from being converted to trancies.

Absences- Excused

Excused Absences: California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness
- Quarantine
- Medical, dental, mental or behavioral health, optometric, or chiropractic services.
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent.

Justifiable Personal Reasons is when the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:

- Appearance in court
- Attendance at a funeral service
- Observance of religious holiday or ceremony
- Attendance at a religious retreat (shall not exceed 4 hours per semester)
- Revoked suspension through appeal's procedure
- Attendance at an employment conference
- Take our daughters and Sons to work day
- To attend pupil's naturalization ceremony to become a U.S. Citizen

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. Upon return to school, learners are expected to continue completion of any remaining uncompleted learning targets for their assigned content level.

Excused Absences for Pupils Obtaining Confidential Medical Services without Consent of the Parent or Guardian (§ 46010.1)

School authorities may excuse any learner from school for the purpose of obtaining confidential medical services without the consent of the learner's parent or guardian.

Absences for Religious Purposes (§ 48980, 46014)

Learners, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the school principal. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences.

Board Policy 5113 Absences and Excuses can be accessed at:

<http://www.gamutonline.net/district/lindsay/DisplayPolicy/930570/5>

A system has been established to accurately track learner attendance in order to identify individual learners classified as chronic absentees and truants, as defined in law and administrative regulation.

Truancy (§ 48260.5, 48262)

Any learner subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days or tardy/absent for 30 or more minutes during the school day, or any combination thereof in one school year, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district [Education Code 48260 (a)]. Upon a learner's initial classification as a truant, the school district shall utilize the Notification of Truancy Letter to notify the learner's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The learner is truant.
- The parents/guardians are obligated to compel the attendance of the learner at school.
- The parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- There are alternative educational programs available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the learner's truancy.
- The learner may be subject to prosecution.
- That the learner may be subject to suspension, restriction or delay of the learner's driving privilege.

Any learner is deemed a habitual truant who has been reported as a truant (three unexcused full day absences or tardy/absent for 30 or more minutes per school year) and an appropriate school employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the learner himself [Education Code 48262]. Any learner who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB).

The SARB Representative will send a notice to parents/guardians, informing them of the date, time and location of the SARB Hearing. The notice shall indicate that the learner and parents or guardians of the learner will be required to meet with the School Attendance Review Board (SARB) [Education Code 48263]. In the event that any parent, guardian, learner, or other person continually and willfully fails to respond to directives of the SARB or services provided, the SARB shall direct the school district to make and file in the proper court a criminal complaint against the parent, guardian, learner, or other person charging the violation and shall see that the charge is prosecuted by the proper authority [Education Code 48263.5].

Chronic Absentee

A learner absent on 10 percent or more of the days, calculated by dividing total absences by the total number of school days the learner is enrolled during the school year. Unlike truancy, this measure includes all absences – including excused absences – and assumes all excessive absence impedes learning. (EC Section 60901[c][1])

Intervention

When a learner is a habitual truant, or is irregular in attendance at school, or is habitually insubordinate or disorderly during school, the learner may be referred to a School Attendance Review Board (SARB) when the normal avenues of classroom, school, and district interventions do not resolve the situation. The SARB process has great potential to promote understanding by learners and their parents/guardians of the importance of regular attendance throughout a learner's educational career. By identifying attendance and behavior problems at an early stage, schools can assist learners and families with these problems before they

escalate. SARB is composed of representatives from the school district, law enforcement, welfare, probation, and mental health. At the SARB hearing, the problem is identified and proposed solutions are formalized in a contract between parent and Lindsay Unified School District. Violations of the contract may lead to referral for legal action to the District Attorney's office.

Alcohol, Tobacco, Drug and Violence Prevention and Prohibition

As stated in Board Policies 3513.3 Tobacco Free Schools and 5131.6 Alcohol and Other Drugs, Lindsay Unified School District does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities. The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, ***electronic cigarettes, electronic hookahs, and other vapor-emitting devices***, with or without nicotine content, that mimic the use of tobacco products.

In cooperation with the School Resource Officer and community agencies in disciplining learners in violation, school administrators may use a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program is scientifically based and designed to prevent or reduce alcohol and other drug use and the possession and distribution of illegal drugs. It includes primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations. Intervention may include expulsion or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free. Parents and students are encouraged to seek assistance at their school site. For more information, contact your school or Healthy Start Family Resource Center at (559) 562-8292.

Board Policy 3513.3 Tobacco Free Schools can be accessed at:

<http://www.gamutonline.net/district/lindsay/DisplayPolicy/930278/>

Board Policy 5131.6 Alcohol And Other Drugs can be accessed at:

<http://www.gamutonline.net/district/lindsay/DisplayPolicy/930606/>

Alternative Schools

Alternative Schools (§ 58501, 48980)

California State law authorizes all school districts to provide alternative schools. An alternative school is designed and organized to meet the educational needs of learners in a small, more personalized learning environment. These schools offer alternative pathways to graduation for learners whose needs cannot be met in a traditional school setting. Learners develop academic, social, and occupational skills as part of a high quality instructional program that addresses the whole child. The goal of the alternative schools is to ensure that learners complete the requirements for a high school diploma and are career and college ready.

Alternative schools in Lindsay Unified School District are John J. Cairns Continuation High School, Lindsay Community Day School, and Loma Vista Charter School. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for learners to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the learner learns because of his desire to learn.
- Maintain a learning situation maximizing learner self-motivation and encouraging the learner in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents and learners to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the learners, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

For additional information, contact the Alternative Education Office located at John J. Cairns Continuation High School (559) 562-5913.

Alternatives to Using Preserved and Live Organisms in Science Class

Pupils' Rights to Refrain From the Harmful or Destructive Use of Animals (§ 48980, 32255-32255.6)

District policy and California Education Code sections 32255-32255.6, provides that any learner with a moral objection to dissecting, harming, or destroying animals shall notify his/her teacher regarding this objection. An alternative education project may be arranged if the teacher believes the alternative education project can provide the course of study in question. A parent/guardian written request for objection to the class or course of study must be provided. Each teacher teaching a course that utilizes live or dead animals or animal parts shall also inform pupils of their rights pursuant to the law. Classes in agricultural education, animal care and management, or evaluation of domestic animals are exempted from the provisions of this chapter.

Asbestos Management Plan

Asbestos (40 CFR 763.84 and CFR 763.93)

The asbestos management plan for each school is updated annually and available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations are annually informed of the availability of these plans. In addition, staff, learners, and parents/guardians are informed at least once each school year about any inspections, response actions, and post-response actions,

including periodic re-inspection and surveillance activities, that are planned or in progress. For further information, contact the Director of Maintenance and Operations at 562-5111.

Blackboard Connect Notification System

Lindsay Unified School District uses a District-wide notification system called Blackboard Connect as the primary means to communicate with parents and staff regarding emergency situations, attendance, school events and other important issues. In a matter of minutes, the Connect-ED service allows LUSD to send personalized voice messages to staff and Learner family home, work or cell phones. It also allows contact via email, text messaging and social networks.

Bullying Policy

The Lindsay Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying or any behavior that infringes on the safety and well-being of students, employees, or interferes with learning or teaching. The District prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the District's jurisdiction. The LUSD bullying policy, written in accordance with Federal, State and California Education Code, requires that all schools and all personnel promote mutual respect, tolerance, and acceptance among learners and staff. All learners and staff of public elementary and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful [Article 1, Section 28(c) of the California State Constitution]. This policy shall encompass behaviors and actions that occur among learners, District employees and associated adults. The policy is applicable in schools, at school and District-related programs, activities and events, traveling to and from school, and all other areas of the District's jurisdiction (Ed Code 489009(s)).

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical or verbal. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) When appropriate, the Principal shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

California Senate Bill 1411, the "Cyber-Bully" Law, took effect January 1, 2011. The law is aimed at 'Cyber Bullies' and is primarily concerned with other harm such as harassment or slander. It focuses on so called "e-personation" or impersonating another person by use of the internet. This includes email, online forums and social media. Falsely sending out twitter messages that purport to be from a celebrity or falsely creating a Facebook page under the name of another person in order to embarrass them would now fall under the purview of this new law and subject the impersonator to criminal and civil liability. (Penal Code 528.5) All violators will be reported to law enforcement. When a learner uses a social networking site or service to bully or harass another learner, the Principal shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Complaints and Investigation

Learners may submit to a learning facilitator or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying will be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (For more information, refer to the Uniform Complaint Procedures section.) When a learner is reported to be engaging in bullying off campus, the Principal will investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or

the targeted learner's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity are encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a learning facilitator, the principal, or other employee so that the matter may be investigated. When a learner uses a social networking site or service to bully or harass another learner, the Principal will file a request with the networking site or service to suspend the privileges of the learner and to have the material removed.

Discipline

Any learner who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

For more information about bullying contact your school Principal or access the bully prevention policy at: <http://www.gamutonline.net/district/lindsay/DisplayPolicy/1039698/5>.

California State Test of English Language Proficiency

State law requires school districts to assess the English language development of all English Learners (EL's) and of new enrollees in California public schools who may be EL's in order to determine each learner's level of English proficiency in listening, speaking, reading, and writing.

For 2017-2018 the California English Language Development Test (CELDT) will be administered to new enrollees in the District with a home language other than English, unless they have been assessed at another California Public School. Learners who have previously been identified as being an English Learner will be administered the English Language Proficiency Assessment for California (ELPAC) annually to determine annual English language development progress.

The ELPAC will be administered to currently enrolled EL's in the Spring of 2018. For new enrollees who have a home language other than English, the CELDT will be administered within 30 days of the learner's enrollment in a California public school.

To find more information about the CELDT and ELPAC, please contact your child's school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/el/>.

California State Assessment (§ 5 CCR 852)

In recent years, California has transitioned to a new state online assessment program called California Assessment of Student Performance and Progress (CAASPP). Beginning with the 2017-2018 school year, the CAASPP assessment system consists of the following assessments:

- Smarter Balanced Assessment Consortium (SBAC) tests for mathematics and English Language Arts in grades 3 – 8 and 11
- California Science Test (CAST) in grades 5, 8, and high school
- California Alternate Assessment (CAA) for mathematics and English Language Arts in grades 3 – 8 and 11 for those learners whose individualized educational programs designate the use of an alternate assessment
- California Alternate Assessment (CAA) for Science in grades 5, 8, and high school for those learners whose individualized educational programs designate the use of an alternate assessment

Parents receive a report of their child's performance in each area that includes the purpose of the test, learner's scores, along with a comparison to the previous year's scores.

Learners in grade 11 have the opportunity at the end of the online test to request results from grade 11 CAASPP assessments be released to a post-secondary educational institution to determine credit, placement, or readiness for college-level coursework.

Before testing begins, a parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of the CAASPP test for the school year.

For more information regarding the state assessment program, please contact the school Principal.

California State University Early Assessment Program (CSU-EAP)

The Early Assessment Program (EAP) is a program for grade 11 learners who are interested in an early evaluation of their readiness for college-level work in English Language Arts and Mathematics. The goal is to ensure that college-bound high school graduates have the English and mathematics skills expected by the state university. Scores from the EAP may be used by both the California State Universities and the California Community Colleges to determine placement in English and mathematics classes.

For more information about the CSU-EAP, contact your child's school counselor. Additional information is posted on the internet at: <http://www.cde.ca.gov/ci/gc/hs/eapindex.asp>.

Cellular Telephones

Lindsay Unified School District recognizes that learner use of cell phones and other personal electronic communication devices on campus may be necessary for health and safety reasons and to ensure a means of communication between the learner and the learner's parent/guardian. The District also supports the use of technology as an instructional tool, and recognizes the potential value of personal electronic communication devices to enhance learning. The use of electronic communication devices on campus is permitted on a restricted basis outlined below. The School Site Council may determine more stringent cellular phone procedures for their school.

1. Use of cell phones and other personal electronic communication devices on campus is permitted during the following times:
 - Before and after school (K-12)
 - During passing periods and during lunch (grades 9-12 only)
 - During class time only with the teacher's permission and direction (K-12)
2. Cell phones and other electronic communication devices must routinely be silenced or turned off during class time. Learners are only permitted to use electronic communication devices during a class or instructional period with the learning facilitator's permission.
3. At no time are students permitted to use electronic communication devices in violation of relevant state and federal laws or inappropriately on campus. The uses of electronic communication devices to threaten, harass, ridicule, or for other forms of cyberbullying are prohibited and may result in suspension or expulsion per the LUSD Discipline Guidelines.
4. Due to privacy laws regarding minors, cell phone cameras or cameras built into electronic communication devices are not to be used to photograph, image capture or record students at school or school activities without the prior consent of parents/guardians and approval of school staff, unless sanctioned by the principal for particular school events such as parades, awards assemblies, sporting events, or other performances.
5. The schools will not be responsible for the damage or loss of electronic communication devices brought on campus or to school sponsored activities, regardless of whether the device is in the possession of a learner or a school official.

In accordance with search and seizure laws and District policies, a learner's personally owned device will be searched when there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules. (*BP 6163.4*)

Challenges to Learner Record Information

Challenges to Educational Records

A. The inspection/review of any or all educational records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or learner, when applicable) and the school official. A District certificated employee must be present to assist and act as a custodian of the file. When an educational record of one learner includes information concerning other learners, the parent (or learner, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or learner, when applicable) requests a copy of the whole or any part of an educational record, the copy will be provided. The school or the Student Services Department may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested. For all educational records other than grades, California Education Code Section 49070 provides that a parent (or former learner) may challenge the content of such educational records by filing a written request to remove or correct any recorded information that is:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the learner

The parent with physical custody of the child may challenge the content of such records by first meeting with the school principal. If the principal sustains the parent's challenge, the record will be corrected or removed. If the school principal does not sustain the parent's challenge, the parent may appeal. Appeals from a school principal's adverse decision are to be made first in writing, within 30 days, to the Superintendent. If the dispute cannot be resolved by the Superintendent, the parent may submit a written request, within 30 days, to the Board of Trustees. The Board of Trustees will meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall then decide whether or not to sustain or deny the allegations. If the Board of Trustees sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide a written statement of his or her objection to the information. This statement becomes a part of the learner's educational record unless and until such time as the information objected to is changed or removed.

- B. With regard to the challenge of grades, there is a separate process. California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade/score given to each learner in a course by a learning facilitator shall be final. Challenges to grades/scores will be conducted in accordance with California law and with LUSD policy. Refer to the section regarding Parent's Rights to Request a Grade/Score Change.
- C. Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not educational records available for inspection, review, or challenge by the parent or adult learner.
- D. Upon the written request by a school in which the learner seeks or intends to enroll, education records of the learner will be forwarded to that school.

Complaints

Parents have the right to file complaints regarding District procedures affecting rights of privacy with California State Department of Education and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington D.C. 20201.

Change in Ethnicity/Race Identification of Learners

The District is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- White

Parents/guardians wishing to change the current ethnicity and race category of their children must complete the Student-Ethnicity/Race Identification Form, sign and return it to their child's school. If you have any questions or need more information, contact the school attendance office.

Change of Residence/Emergency Information

It is the responsibility of parents, guardians or adult foster care caregivers to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to a Intradistrict/Interdistrict Attendance Agreement. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (home phone and/or cell phone) regarding their children.

For the protection of the learner's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, the LUSD, in accordance with EC 49408, requires the parent/legal guardian to provide current emergency information on an official Emergency Card Form at the school site. Every parent/legal guardian or caregiver must complete a Student Emergency Form for each learner at the time of enrollment. Emergency information should include, but is not limited to, the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the learner in an emergency situation if the parent/legal guardian cannot be reached. If the learner rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of learners with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency.

Child Abuse

Child Abuse Reporting Requirements

Any District employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency (CPA); to either the City of Lindsay Public Safety Department; Tulare County Sherriff's Office, or the Tulare County Child Welfare Services within 36 hours. Additionally, the CPA must be contacted immediately or as soon as practical via telephone. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

Code of Conduct with Learners

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. (BP 5144)

The Life Long Learning Standards were created for learners to master the necessary social-emotional learning skills to successfully navigate today's social interactions in the learning community with immediate application for family and local community thus laying a solid foundation for a post-secondary future of employment, career and college. The Relationship Sphere - A Caring, Compassionate Person outlines the expectations indicative of a positive school climate:

- Uses interpersonal communication skills
- Demonstrates teambuilding, problem solving, and social skills
- Manages and resolves conflicts
- Cultivates an awareness and appreciation for others' opinions, feelings, needs, and concerns
- Embraces diversity among people, cultures, events, and issues
- Adapts to changing times and changing relationships

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program.

Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Positive Behavior Intervention and Supports (PBIS)

A major initiative in LUSD is Positive Behavior Intervention and Supports (PBIS) which is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. It includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments.

Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

Three Levels of Intervention

Level 1—All Students

Includes:

- General curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Level 2—Selected Interventions

Focus on

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Level 3—Individualized Interventions

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

Restorative Justice (RJ)

Restorative Justice is a set of principles and practices employed in Lindsay Unified School District to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. Restorative practices are used in the classroom to help create a caring and supportive environment with a focus on relationship building. Restorative Justice is also used to re-enter students into school after suspension, expulsion or incarceration.

Rules; School Discipline (§ 35291)

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may *and in the manner prescribed by Sections 48980 and 48981*, - notify the parents or guardians of all pupils registered in schools of the district of the availability of rules of the district pertaining to school discipline.

Philosophy

California Constitution Article I, Section 28(c) Right to Safe Schools: All learners and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Discipline/Corrective Action

The Board perceives that good planning, a deep understanding of each child, and parent involvement can minimize the need for discipline by ensuring that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. Teachers shall use positive discipline strategies and conflict resolution techniques to avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the learner's behavior. By holding learners accountable for their actions in developmentally appropriate ways, learners learn responsibility, respect, and the bounds of acceptable behavior in our schools and society. acceptable behavior in our schools and society.

Board policies and regulations shall delineate acceptable learner conduct and provide the basis for sound disciplinary practices. Each school shall develop a code of conduct in accordance with law to meet the school's individual needs and take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners, and deploying resources to help learners develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting learner supports also helps learners address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to learner discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Learners who are continually disruptive to the instructional process and unresponsive to other means of correction or cause a danger to the safety of persons or property may be assigned to alternative programs or removed from school. Learners and parents have a right to appeal disciplinary action taken against a learner. A meeting with the principal must be requested before proceeding to an appeal with a district level administrator.

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior.

California law holds parents/guardians liable for any willful learner misconduct, which results in the death or injury of any learner or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee (Education Code 48904). Debts owed for loss or damage to school property: In grades K-6, parents/guardians will be notified of debts incurred by their learners. ***Any learner in grades 7-12, will be ineligible to participate in extra-curricular activities until payment is made in full or the learner completes a program of voluntary work as provided in Education Code 48904 in lieu of payment.***

(cf. 3515.4 – Recovery for Property Loss or Damage)

District/Staff Responsibilities

The Governing Board is responsible for prescribing behavioral and disciplinary guidelines for learners. The Board shall give certificated staff all reasonable support with respect to learner conduct and discipline.

The Superintendent or designee shall establish procedures necessary to enforce the Board's conduct and discipline policies and shall notify parents/guardians of the availability of these policies and procedures at the beginning of each school year.

(cf. 5145.6 – Notifications Required by Law)

The superintendent or designee will notify teachers of dangerous learners. (ED Code 49079 & WIC 827)

(cf. 5145.6 – Notifications Required by Law)

The school principal shall establish and enforce school rules that conform to district procedures and that foster safety and good citizenship. He/she shall ensure that learners are informed of these rules when they enroll and at the beginning of each school year.

The classroom teacher has primary responsibility for dealing with inappropriate learner behavior. Prior to referral to a site administrator, the teacher should conference with the learner, contact a parent, and utilize any other appropriate strategy designed to correct the behavior. Teachers shall establish and enforce a classroom code of conduct to facilitate safety and effective learning. They shall cooperate with other staff in enforcing general school rules and helping learners to understand the benefits of choosing behaviors that show respect for other people and property.

(cf. 5131.1 – Bus Conduct); (cf. 5142 – Safety)

When a learner is involved in some form of misbehavior, the school staff will be responsible for a careful review of the incident. When considering discipline as a consequence of an incident of inappropriate behavior, school authorities will review the learner's record.

A school may have additional rules unique to its site as long as they align with district board policies and Education Code.

Behavior Outside of the Classroom

Learners exhibiting inappropriate behavior outside of the classroom may be referred by the teacher or safety monitor in the area to the site administrator in charge of discipline.

Vehicles on School Property

By entering school property, the person driving any vehicle is deemed to consent to a complete search of the vehicle, all its compartments and contents by school officials or law enforcement personnel for any reason whatsoever. This notice applies to all vehicles and will be enforced 24 hours a day. [(California Vehicle Code Section 21113 (a)]

Disciplinary Strategies (AR 5144)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians (BP 5020, 6020)
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling (BP 5138, 6164.2)

School officials shall seek solutions to the underlying problem through referral to various resources, including, but not limited to the following:

- A school-based or district counseling program
 - A substance abuse prevention or intervention program
 - A Family Service Center such as Healthy Start
 - A county agency and/or community service programs
 - An alternative educational program
 - Law enforcement
 - School Attendance Review Board (SARB)
3. Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians (BP 6164.5)
 4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan (BP 6159, 6164.6)
 5. Enrollment in a ***program for teaching prosocial behavior or anger management***
 6. Participation in a ***restorative justice*** program
 7. A ***positive behavior support approach*** with tiered interventions that occur during the school day on Campus
 8. ***After-school programs*** that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups (BP 5148.2)

9. ***Recess restriction*** as provided in the section below entitled "Recess Restriction" (BP 5144)
A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:
- The learner shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
 - The learner shall remain under a certificated employee's supervision during the period of restriction.
 - Teachers shall inform the principal of any recess restrictions imposed.
10. ***Detention after school*** hours as provided below:
Learners may be detained for up to one hour after the close of the maximum school day under the following conditions (BP 5144):
- A learner who is transported by school bus shall be detained only until the time when the bus departs. (5 CCR 307, 353)
 - A learner who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
 - The learner shall remain under the supervision of a certificated employee during the period of detention. Learners may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)
11. ***Community service*** as provided below:
Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a learner to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment and teacher or peer assistance programs. (Ed. Code 48900.6)
12. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities (BP 6145)
13. Reassignment to an alternative educational environment (BP 6158, 6181, 6184, 6185)
14. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a learner (Ed. Code 49000, 49001). Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, learners, staff or other persons or to prevent damage to district property. (Ed. Code 49001)

Discipline Matrix

Preamble

School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

Interventions & Disciplinary Actions

Even though there are situations that might signal suspension from school, an array of interventions should be considered when action is called for in response to student misconduct. LUSD policy requires school administrators to utilize positive interventions and/or means of correction, if appropriate, prior to or in lieu of suspension to resolve disciplinary issues. When In School Suspension, Suspension is indicated, the school should make every effort to provide supervised In School Suspension, Suspension or other alternatives to In School Suspension, Suspension within the school to ensure student safety, mental health, and academic success.

Prior to suspension, or any disciplinary measure, students should first be supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Guiding principles that set forth clear expectations, and the development of a

Positive Behavior Intervention and Support (PBIS) system, enable staff to have available the information and resources needed to evaluate and address student misconduct more effectively. Disciplinary and restorative interventions may include:

Loss of Privileges

If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the behavior under supervision, or by meeting prearranged criteria for reinstatement of the privilege. Any activity or event that is a scheduled part of the school day (e.g. recess, lunch) is not considered a privilege.

Informal Conference

A school official (teacher, administrator or counselor) will meet with the student for instruction & guidance providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning. Formal Conference - A formal conference is held between the student, parent, and one or more school officials. During this conference, the student must agree to correct his/her behavior. Parent(s) may be notified by telephone, personal contact, letter or certified letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel and any other individuals concerned.

Community Service

A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)

Restorative Practices

Gives students who commit infractions in school an opportunity to understand how their behavior affects others in the school community, including students, teachers and parent / caregivers, and directly involves them in a process to repair the harm caused. Students may participate in “circles”, “peer mediations,” or other “conferences” to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.

Student Study Team (SST)

A formal SST process involves a team of school site personnel, parent/caregiver, and students when appropriate. The SST develops collaborative strategies to assist students who have learning and/or behavioral challenges at school. The goal of the SST is to design a team action plan for student improvement.

Behavior Contracts

An effective contract is one in which clearly states what the behavioral goals are for the student, positive consequences (rewards) he or she can earn for demonstrating these behaviors, and negative consequences that will follow when those behaviors are not demonstrated.

Behavior Intervention Plans

A Student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team (SST). Special education students whose behavior impedes learning may also require a BSP as defined in the Education Code (EC sections 56520 et seq.) through the IEP team. A Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required. The law also requires additional procedures and considerations for suspensions and expulsions of students with disabilities. For more information, please refer to, “Special Education Rights of Parents and Children: Notice of Procedural Safeguards,” or call the LUSD Student Services Department at (559) 562-5111 Ext. 5721.

Recess Restriction/Time Out

A student's recess time may be restricted (kept in supervised classroom, benching, sitting in office, etc.). The student shall be given adequate time to use the restroom and get a drink or eat lunch. (AR 5144 b)

Detention

Assignment of a student to a supervised detention. Such detention shall not occur during the minimum lunch or recess period, and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel must give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent / caregiver approval. (AR 5144 b)

Parent Liability, Withholding Grades, Diploma, or Transcripts

Willful misconduct that result in school district property being damaged not returned (e.g. library & text books, uniforms) will result in grades, diplomas and/or transcripts being withheld until Community Service, Restorative Practices is made. Additionally, the parent of student will be liable, not to exceed \$10,000. If the pupil or parent / caregiver is unable to pay for the damages, or to return the property, the district will provide a program of voluntary work for the student in lieu of payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts shall be released. . (EC 48904 and Civil Code 1714.01).

Alternatives to Suspension

Consequences identified as appropriate responses to misconduct that provide a student with an opportunity to learn skills necessary to avoid future misconduct may include re-teaching expected behavior, practicing the expected behavior, community service, or restorative practices (among others).

*Alternative's to suspension; i.e. SARB; must be used to address problems of truancy, tardiness, and/or other attendance related issues.

Suspension from Extracurricular or Co-curricular Activities

Extracurricular activities occur outside of the academic day. Co-Curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics) or a co-curricular activity (e.g. field trips, Outdoor Ed) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

In School Suspension

A student may be removed from ongoing instruction and remain on campus during the term of the In School Suspension, site for no more than five consecutive school days if the principal determines it is appropriate and he or she is appropriately supervised. At the time of In School Suspension the student's parent(s) or legal guardian(s) is notified in person or by telephone and by letter that the student is subject to In School Suspension and the infraction resulting in the In School Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. An In School Suspension program may include conferences between staff, parents/guardians and students, detention, community service, restorative practices, community agency referrals, Student Study Teams (SST) or other assessment-related teams, and/or referral to school support services staff (EC 48911.1). The teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Informal Suspension

If a parent /caregiver is told to keep a child at home under the supervision of the parent / caregiver, or a student is sent home without benefit of a conference is a violation of California compulsory attendance laws, the IDEIA, and District policy. It is prohibited.

Out of School Suspension

Removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended by any school site for no more than five consecutive school days. The parent / caregiver and student are notified in person, or by telephone, and confirmed by letter that the student is subject to suspension and will include the details resulting in Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. A Suspension, whether from school may be issued for any of the reasons enumerated in Sections 49800, 48900.2, 48900.3, 48900.4, and 48900.7 of the California Education Code.

Suspension/Juvenile Hall Re Entry meetings with Counselors/Administrators

For students returning from suspension or incarceration at Juvenile Hall, school sites will be responsible, within 5 days of a student's return, to meet with the student and plan for makeup of any missed assignments, credits or initiate other interventions; e.g. SST.

Expulsion

A student may be expelled without being suspended and, therefore, not be allowed to attend any LUSD school or program during the term of expulsion; or the enforcement of the expulsion may be suspended pursuant to Education Code Section 48917. The length of an expulsion may be for the balance of the semester in which the Board expels or for the balance of the semester, plus the following school semester; or for one-calendar year, depending on the violation and/or the student's social adjustment background. Under certain circumstances, the term of an expulsion may be lengthened. Students recommended for expulsion are afforded a fair and impartial hearing if requested and all due process rights. The student's parent(s) or legal guardian(s) is notified by telephone and letter that the student is subject to expulsion by the student's school at the time of Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. The school principal will recommend to the Board of Trustees that the student be expelled. The due process procedure is immediately initiated. The expulsion does not become effective until the due process procedure has been completed. (EC 48925, 48917)

SARB- (School Attendance Review Board)

Written notifications of school truancy and parent / caregiver conferences on interventions toward better attendance are implemented for students defined as 'habitual truants' at each school site. Chronic truancy or tardiness may result in a student and parent / caregiver's required attendance at a SART (School Attendance Review Team) meeting at the school site or a SARB (School Attendance Review Board) hearing at the Child Welfare and Attendance office. Failure to comply with the SARB directives may result in either criminal prosecution of the parent or a violation of Education Code section 42800 by the student. Violation of this Education Code concerning compulsory school attendance can result in parent fines, community service, suspension of driver's license, revoking of work permits, parents' attendance at school with the student and/or declaration of the child as a ward under the Welfare and Institutions Code section 601.

The administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent/caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Abusive slurs, (racial, ethnic, religious, handicapped, abusing)	To insult, revile, malign, or disparage in speech.	Community Service or detention. Parent contact.	Community service or detention. Parent conference.	Parent conference. Behavior contract.	Parent conference. Referral to a school multidisciplinary team.
Academic Fraudulence (cheating)	Dishonesty while taking an assessment/completing an assignment or task. Using prohibited materials during an assessment.	Assignment or assessment is not scored as valid evidence. Learner must redo similar assignment or retake alternate version of assessment. Parent contact.	Assignment or assessment is not scored as valid evidence. Learner must redo similar assignment or retake alternate version of assessment in a supervised setting. Community service or 1 day detention. Parent contact.	Assignment or assessment is not scored as valid evidence. Learner must redo similar assignment or retake alternate version of assessment in a supervised setting. Community service or 2 days detention. Parent contact.	Assignment or assessment is not scored as valid evidence. Learner must redo similar assignment or retake alternate version of assessment in a supervised setting. Community service or 3 days detention. Parent contact.
Aids/Abets infliction/or attempted infliction of physical injury	To encourage, facilitate, or aid in the infliction or attempted infliction of physical injury. [E.C. 48900 (t), Penal Code Section 31]	Community service or detention. Parent conference	1-2 day suspension. Notify law enforcement.	3-5 day ISS/OCS. Parent conference. Notify law enforcement	5 day ISS/OCS. Recommend Expulsion. Parent conference. Notify law enforcement
Assault	Caused, attempted to cause, or threatened to cause physical injury to another person (An offer, coupled with an apparent present intent and ability, to inflict immediate injury to another.) [E.C. Section 48900 (a)(1)]	1 day ISS/OCS. Parent conference. Notify law enforcement	5 day ISS/OCS. Recommend Expulsion. Parent conference. Notify law enforcement	5 day ISS/OCS. Parent conference. Notify law enforcement	5 day ISS/OCS. Recommend Expulsion. Parent conference. Notify law enforcement
Attendance Contract Violation	Failure to adhere to conditions specified in the attendance contract.	Parent contact. Community service or detention.	Parent conference. Community service or detention. Refer to school multidisciplinary team.	Parent contact. Community service or detention. Refer to Healthy Start.	Parent conference. Community service or detention. Refer to SARB.
Battery	The willful and unlawful use of force or violence upon person of another. [E.C. Section 48900 (a)(2); E.C. Section 48915 (a)(5)]	1 day ISS/OCS. Parent conference. Notify law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify law enforcement	5 day OCS. Parent conference. Notify law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify law enforcement
Behavior Contract Violation	Failure to adhere to conditions specified in the behavior contract.	Parent contact. Community service or detention.	Parent conference. Community service or detention. Refer to school multidisciplinary team for behavior plan.	Parent conference. Community service or detention. Refer to Healthy Start.	Parent conference. Community service or detention. Refer to SARB.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Bikes/skates/skate boards, roller blades	Riding on school grounds without consent of authorities.	Warning and office referral. Parent contact.	Confiscation to be returned to learner at the end of the day. Parent contact. Community service or detention.	Community service or detention. Confiscation to be returned to parent at the end of the day. Parent conference.	1-2 days ISS. Confiscation to be returned to parent at the end of the day. Parent conference.
Bomb Threat, False	Communication through the use of mail, telephone, or other instrument of commerce; the willful making of any threat; or the malicious conveyance of false information knowing the same to be false which concerns an attempt being made, or to be made; to kill, injure, intimidate any individual; or unlawfully to damage or destroy any building, vehicle, or other real or personal property by means of an explosive. [E.C. Section 48900 (k)]	1 day ISS/OCS. Parent conference. Notify law enforcement.	5 day ISS/OCS. Notify law enforcement. Recommend expulsion. Parent conference.	5 day OCS. Notify law enforcement. Parent Conference.	5 day OCS. Notify law enforcement. Recommend expulsion.
Breaking & Entering	To forcibly enter secured school areas or vehicles [E.C. Section 48900 (f)]	1-2 day OCS. Notify law enforcement. Parent conference.	3-5 day OCS. Parent contact. Recommend expulsion. Notify law enforcement.	3-5 day OCS. Notify law enforcement. Parent conference.	5 day OCS. Parent contact. Recommend expulsion. Notify law enforcement.
Bullying	Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have one or more negative effects as defined in the cited ed code. [E.C. Section 48900 (r)]	1 day ISS/OCS Community service or after-school detention. Parent conference.	3-5 day ISS/OCS. Parent conference. Refer for mental health services. Notify law enforcement.	3-5 day ISS/OCS. Parent conference Refer for mental health services.	5 day OCS. Parent conference. May recommend expulsion. Notify law enforcement.
Bus Misconduct	Misbehavior while on bus to or from school.	Warning and/or after-school detention.	3 day bus suspension and parent notification.	2 week bus suspension. Parent conference.	1 year bus suspension. Parent conference.
Class Disturbance	Refusal to comply with reasonable requests and school rules, causing a disruption in the classroom.	Community service. Parent contact.	1 day detention. Parent conference.	Parent conference. Community service.	Parent conference. Behavior contract. 2 days detention.
Code of Conduct Violation	Engaging in behavior that is not in alignment with the established class or school code of conduct	Parent contact.	Community service or detention. Parent conference.	Parent conference. Referral to multidisciplinary team.	Community service or detention. Behavior contract.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Controlled substance; possession or use of	To be under the influence of or in possession, of drugs or alcohol (a substantiated offense). [E.C. Section 48900 (c); E.C. Section 48915 (a)(1)(C)]	1-5 days ISS/OCS. May recommend expulsion. Parent Conference. Referral to Turning Point	5 day ISS/OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.
Controlled substance, sale or furnishing	To sell or furnish drugs or alcohol (a substantiated offense). [E.C. Section 48900 (c); E.C. Section 48915 (a)(1)(C)]	5 days OCS. May recommend expulsion. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation for sales. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. May recommend expulsion. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation for sales. Notify law enforcement. Parent conference. Referral to Turning Point.
Controlled substance, unlawfully selling	To illegally sell, exchange, give, or dispose of a controlled substance to another, or to offer [E.C. Section 48915 (c)(3)]	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation for sales. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.
Cutting	Leaving class without a valid pass/not attending class without a valid excuse.	Notify Parents. 1 day detention or 1 hour community service. Refer to school attendance review team.	Parent conference. Attendance contract. 1 day detention or 1 hour community service.	Parent conference. Refer to school multidisciplinary team to address truancy. Refer to Healthy Start.	1-2 days detention or community service. Refer to SARB Refer to Healthy Start.
Cyberbullying	“Cyberbullying” includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation or friendships. [E.C. Section 48900 (r)]	1 day ISS/OCS Community service or after-school detention. Parent conference.	5 day ISS/OCS. Parent conference. Notify law enforcement.	3 day ISS/OCS. Parent conference	5 day OCS. Parent conference. Notify law enforcement. Possible Recommendation for expulsion.
Dangerous Object	Using any item that is able or likely to inflict injury or harm to self or others. (Pepper spray, Knife blade < 2.5”) [E.C. Section 48900 (b)]	1 day ISS/OCS. Parent conference. Notify law enforcement.	5 day ISS/OCS. Recommend expulsion. Notify law enforcement. Parent conference.	5 day OCS. Notify law enforcement. Parent Conference.	5 day OCS. Parent Conference. Recommend expulsion. Notify law enforcement.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Dress Code Violation	Having bare midriff, gang, drug, tobacco-related or profane logos, short shorts, bathing suits or other items of attire that is inappropriate to a school setting.	Refer to office for change of attire. Parent contact.	Change of attire. Parent conference.	Change of attire. Parent conference. Behavior contract.	Change of attire. Parent conference. Refer to multidisciplinary school team.
Drug Paraphernalia, Possessed, offer, arranged, or negotiated to sell	Possession of equipment, products, and materials of any kind which are intended for use or designed for use to prepare, store, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance [E.C. Section 48900 (j)]	1-5 days ISS/OCS. May recommend expulsion. Parent Conference. Referral to Turning Point	5 day ISS/OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Referral to Turning Point.
Electronic Devices	Use of electronic devices, including, but not limited to, MP3 players and cell phones, during class time unless otherwise directed by the teacher. (For laser pointers, refer to dangerous objects.)	Confiscation of electronic device. Bring to office. Parent contact. Return to learner at the end of the day.	Community service or detention. Confiscation of electronic device. Bring to office. Parent required to pick up the device.	Community service or detention. Confiscation of electronic device. Bring to office. Parent required to pick up the device.	1-2 day ISS. Confiscation of electronic device. Bring to office. Parent required to pick up the device.
Electronic Nicotine Delivery Systems (ENDS)	Electronic cigarette as a device that can provide an inhalable dose of nicotine by delivering an inhalable solution (E.C. Section 48901) (E.C. Section 48900 (k))	Confiscation of ENDS. Parent conference. Referral to Turning Point. Contact LPD.	Confiscation of ENDS. Parent conference. Referral to Turning Point. Contact LPD. Community service or detention.	Confiscation of ENDS. Parent conference. Referral to Turning Point. Contact LPD. Community service or detention.	Confiscation of ENDS. Parent conference. Referral to Turning Point. Contact LPD. 1-5 days suspension
Explosive, Possession	Means of destructive device such as any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the above. (Fireworks are not Illegal Explosive Devices) [E.C. Section 48915 (c) (5)] [US Code 921 Title 18]	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment
False Fire Threat	Unnecessarily pulling fire alarm; misinforming of presence of a fire. [E.C. Section 48900 (k)]	1 day ISS/OCS. Parent conference. Notify law enforcement	5 day ISS/OCS. Recommend expulsion. Notify law enforcement. Parent conference.	5 day OCS. Notify law enforcement. Parent Conference.	5 day OCS. Recommend expulsion. Notify law enforcement.
Fighting	Mutual combat with both parties involved in physical conflict. [E.C. Section 48900 (a) (1)]	1 day ISS/OCS. Parent conference	5 day ISS/OCS. Parent conference. Notify law enforcement.	3 day ISS/OCS. Parent conference	5 day OCS. Parent conference. Possible recommendation for expulsion.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Firearm	Possessing, selling, or otherwise furnishing a firearm [E.C. Section 48915(c)(1)]	5 days OCS. Recommend expulsion. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Recommend expulsion. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Recommend expulsion. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Recommend expulsion. Notify law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.
Food/Gum/Drinks in the Classroom	Possession of food, gum, or drinks in the classroom without teacher consent	Parent contact. Community service.	Community service or detention. Parent conference.	Community service or detention. Parent conference. Behavior contract.	Community service or detention. Referral to school multidisciplinary team. Behavior contract.
Forgery, false I.D., Altering legal document (i.e. Scantron, grades)	To imitate/alter a signature or use an identification belonging to another.	After-school detention or work detail. Parent conference.	3 day ISS/OCS. Parent conference.	2 day ISS/OCS. Parent conference.	5 day OCS. Parent conference.
Gambling	To play a game of chance for money or other stakes	Community service or after-school detention.	2 day ISS/OCS. Parent conference. Notify law enforcement	1 day ISS/OCS. Parent conference.	3 day ISS/OCS. Parent conference. Notify law enforcement.
Gang related material or activity, possession of/ demonstration of	Displaying symbols, graffiti, hand signals associated with gangs, wearing apparel, colored accessory items associated with gangs	Confiscation of materials. Parent conference.	1-3 day ISS/OCS. Notify law enforcement.	1-5 day ISS/OCS.	5 day OCS. Notify law enforcement. Recommend expulsion.
Gang Violence	An act, or attempted act, motivated by hostility towards a victim's real or perceived gang affiliation	1 day ISS/OCS. Parent conference. Notify law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify law enforcement	5 day OCS. Parent conference. Notify law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify law enforcement
Harassment	Verbally or physically intimidating or threatening to cause harm to another person that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Including but not limited to disability, gender, nationality, race or ethnicity, religion, or sexual orientation (meaning heterosexuality, homosexuality, or bisexuality). [E.C. Section 48900 .4]	1-2 days ISS/OCS (Gr. 4-12) Community service or after-school detention. Parent conference.	3-5 days ISS/OCS. Parent conference. Notify law enforcement.	2-3 days ISS/OCS. (Gr. 4-12) Parent conference	4-5 days OCS. Parent conference. May recommend for expulsion. Notify law enforcement.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Hate Violence	An act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic [E.C. Section 48900.3]	1 day ISS/OCS. Parent conference. Notify Law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify Law enforcement	5 day OCS. Parent conference. Notify Law enforcement	5 day OCS. Recommend expulsion. Parent conference. Notify Law enforcement
Hat Violation	Violation of AR 5132, "Dress and Grooming" adopted 5/23/11. (See Appendix.)	Teacher assigns detention or warning.	1 day ISS.	ISS. Parent Conference.	Loss of hat one semester. Parent conference.
Hazing	To engage in any act that causes bodily danger, physical harm or personal degradation or disgrace. [E.C. Section 48900 (q)]	1 day ISS/OCS. Parent conference	5 day ISS/OCS. Parent conference	3 day ISS/OCS. Parent conference	5 day OCS. Parent conference. Recommend for expulsion.
Imitation Firearm	A replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. [E.C. Section 48900 (m)]	1-2 day ISS/OCS. Parent conference. Notify Law enforcement.	5 day ISS/OCS. Recommend expulsion. Notify Law enforcement. Parent conference.	3-5 day OCS. Notify Law enforcement. Parent Conference.	5 day OCS. Recommend expulsion. Notify Law enforcement.
Incendiary Device	Possession of lighters, fireworks, or matches or threat to use explosives or fire to cause alarm, injury, or damage. [E.C. Section 48900 (k)]	1 day ISS/OCS. Parent conference. Notify Law enforcement	5 day ISS/OCS. Recommend expulsion. Notify Law enforcement. Parent conference.	5 day OCS. Notify Law enforcement. Parent Conference.	5 day OCS. Recommend expulsion. Notify Law enforcement.
Insubordination	A contemptuous refusal to comply with reasonable request or open disregard expressed in words or action.	Parent contact.	Community service or detention. Parent conference.	Parent conference. Behavior contract.	Community service or detention. Referral to school multidisciplinary team.
Knife; possession of	Knife means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade > 3.5 inches. [E.C. Section 48900 (b)] [E.C. Section 48915 (a) (1)]	5 days OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.
Knife; brandishing of	To shake, wave, or flourish a knife in a menacing manner. [E.C. Section 48915 (c) (2)]	5 days OCS. Mandatory recommendation for expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment	5 days OCS. Mandatory recommendation for expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Mandatory recommendation for expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.	5 days OCS. Mandatory recommendation for expulsion. Notify Law enforcement. Parent conference. Referral to Mental Health for Risk Assessment.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Loitering in parking lots, in cars, or on or about any school campus.	Waiting or loitering in or around cars, playing car radios, or eating in cars, or on any school campus.	Warning.	1 day ISS/OCS.	Parent conference. Revoke parking sticker 1 month.	Parent conference. 1 year loss of parking sticker.
Missed formal detention Code of Regulations, Title 5 353 Detention after school; BP 5144 Discipline	Failure to attend assigned formal detention	Community service. Parent contact.	Assign additional days of detention or lunch detention. Parent conference.	Parent conference. Community service or lunch detention. Behavior contract.	Parent conference. Refer to school multidisciplinary team. Community service or lunch detention.
Obscene Acts	A detestable act, offensive to current accepted standards of morality, modesty or decency. [E.C. Section 48900 (i)]	1 day ISS/OCS Parent Conference	3 day ISS/OCS. Parent conference	3 day ISS/OCS. Parent conference	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference.
Outside of assigned area w/o permission	Conscience decision to leave an assigned area and enter an unsupervised area	Parent contact.	Community service or detention. Parent conference.	Behavior contract. Parent conference.	Community service or detention. Parent conference. Referral to school multidisciplinary team.
Pornography, possession of	Images of films and in some cases writings depicting sexually explicit activities involving a child.	1day ISS/OCS Community service or afterschool detention. Parent conference. Notify law enforcement.	5 day ISS/OCS. Parent conference. Notify law enforcement.	5 days OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Referral to Turning Point.	5 day OCS. Parent conference. Notify law enforcement. Possible recommendation for expulsion.
Possession of stolen goods	To be in possession, knowingly or unknowingly, of items obtained by theft. [E.C. Section 48900 (g)]	Community service or 1-2 days ISS/OCS. Parent conference. Notify law enforcement.	3-5 day ISS/OCS. Parent conference. Notify law enforcement.	Community service or 2-3 day ISS/OCS. Parent conference. Notify law enforcement.	5 day ISS/OCS. Parent conference. Notify law enforcement. May recommend expulsion
Prescription Drug, sale or offer	Unlawfully possessed, used, sold, or otherwise furnished a drug (controlled substance) that can be dispensed to the public only with an order given by a properly authorized person. [E.C. Section 48900 (c); E.C. Section 48915 (c) (3)]	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral to Turning Point.
Prescription drug, Soma, offer, arranged to sell, or sold	To offer, arrange to sell, or sold the prescription drug, Soma, a known controlled substance used to facilitate sexual assault by rendering the victim physically incapacitated or helpless and unable to consent to sexual activity. [E.C. Section 48900 (p)]	1-5 days ISS/OCS. Notify law enforcement. Parent Conference. Refer for mental health services.	5 day ISS/OCS. May recommend expulsion. Notify law enforcement. Parent Conference. Refer for mental health services.	5 day OCS. Notify law enforcement. Parent Conference. Refer for mental health services.	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Profanity	Language or acts offensive to current accepted standards of morality, modesty.	Community service or detention. Parent contact.	Community service or detention. Parent conference	Community service or detention. Referral to multidisciplinary team.	Community service or detention. Parent Conference. Behavior contract.
Profanity, Habitual/ Obscene Gestures/ Vulgarity	Language or acts offensive to current accepted standards of morality, modesty or decency used regularly or repeatedly. [E.C. Section 48900 (i)]	Community service or detention. Parent Conference	1-3 day ISS/OCS. Parent conference	Community service or 1-3 day ISS/OCS. Parent conference	5 day OCS. May recommend expulsion. Notify law enforcement. Parent Conference.
Public Display of Affection	Inappropriate groping, fondling, necking, kissing.	Warning. Conference with learners	Parent notified. After-school detention or work detail.	Parent conference. After-school or work detail.	1 day ISS/OCS. Parent conference.
Reckless driving on or around campus	Driving in a manner that endangers the safety of persons or property.	Suspend parking permit 1 week. Parent contact. After-school detention, work detail. Notify Law enforcement.	Suspend parking permit 1 month. Parent contact. 3-5 days ISS/OCS Notify Law enforcement.	Suspend parking permit for semester. Notify Law enforcement and parents.	Suspend parking permit for remainder of school year. Notify parent. 1-3 days OCS. Notify Law enforcement
Robbery/ Extortion	To take another's property from their locker, vehicle or their person in their immediate presence by the use of violence or intimidation. [E.C. Section 48900 (e)] [E.C. Section 48915 (a)(1) (E)]	1 day ISS/OCS. Parent conference. Notify Law enforcement.	5 day ISS/OCS. Recommend expulsion. Notify Law enforcement. Parent conference.	5 day OCS. Notify Law enforcement. Parent conference.	5 day OCS. Recommend expulsion. Notify Law enforcement. Parent conference.
Rough housing	To engage in rowdy, uproarious behavior or play; handle or treat roughly, usually in fun.	Community service or detention. Parent contact.	Community service or detention. Parent conference	Community service or detention. Behavior contract. Parent conference	Community service or detention. Referral to school multidisciplinary team. Parent Conference.
Sexting	Practice of sending or posting sexually suggestive text message/s and/or image/s including nude or semi-nude photographs via electronic device. [48900 (k) (r)]. [Penal Code 288.2]	1 day ISS/OCS Community service or after-school detention. Parent conference. Notify law enforcement.	5 day ISS/OCS. Parent conference. Notify law enforcement.	3 day ISS/OCS. Parent conference Notify law enforcement.	5 day OCS. Parent conference. Notify law enforcement. Possible Recommendation for expulsion.
Sexual Assault/ Battery	Act of rape, unlawful sexual intercourse, sexual penetration, oral copulation, or sodomy, or lewd or lascivious acts. [E.C. Section 48900 (n), E.C. 48915 (c)(4)]	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral for Counseling.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral for Counseling.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral for Counseling.	5 days OCS. Mandatory expulsion recommendation. Notify law enforcement. Parent conference. Referral for Counseling.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Sexual Harassment	Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of sexual nature. [E.C. Section 48900.2]	1 day ISS/OCS, after-school detention or work detail. (Gr. 4-12) Parent conference. Refer for counseling.	5 day ISS/OCS, after-school detention or work detail. Parent conference. Refer for counseling.	3 day ISS/OCS, after-school detention or work detail. (Gr. 4-12) Parent conference. Refer for counseling.	5 day ISS/OCS, after-school detention or work detail. Recommend expulsion. Parent conference. Refer for counseling.
Smoking and/or possession of tobacco products.	The possession or use of cigarettes, other forms of tobacco, or tobacco related items. [E.C. Section 48900 (h)]	1 day ISS/OCS. Parent contact. Refer to tobacco cessation program.	1 day ISS/OCS. Parent contact. Refer to tobacco cessation program.	3 day ISS/OCS. Parent contact. Refer to tobacco cessation program.	5 day OCS. Parent contact. Refer to district mandated tobacco cessation program.
Stolen property, knowingly received	Acquiring goods with the knowledge that they have been stolen, extorted, embezzled, or unlawfully taken in any manner [E.C. 48900 (l)]	1-2 days ISS/OCS. Parent conference.	3-5 days ISS/OCS. Notify law enforcement. Parent conference. Restitution. May recommend expulsion.	2-3 days ISS/OCS. Referral to law enforcement. Parent conference.	4-5 days OCS. Notify law enforcement. Restitution. Parent conference. May recommend expulsion.
Tardy	Not present in class and prepared to learn when the bell rings	Parent contact.	Parent conference. Community service or detention.	Parent contact. Attendance contract.	Parent conference. Community service or detention. Refer to school multidisciplinary team. Refer to Healthy Start.
Technology Agreement Violation	Engaging in behavior using technology in a manner that does not adhere to conditions of the technology agreement	Supervised use of technology or limited access to district technology. Parent contact.	Community service or detention. Technology use suspension. Parent conference.	Parent contact. Behavior contract.	Community service or detention. Technology use suspension. Referral to multidisciplinary team.
Terroristic Threat	Terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. [E.C. Section 48900.7]	1 day ISS/OCS. Parent conference. Notify Law enforcement	5 day ISS/OCS. Recommend expulsion. Notify Law enforcement. Parent conference.	5 day OCS. Notify Law enforcement. Parent Conference.	5 day OCS. Recommend expulsion. Notify Law enforcement.
Theft/ Burglary	Taking property belonging to another. [E.C. Section 48900 (g)]	2 day ISS/OCS. Restitution. Parent conference.	5 day ISS/OCS. Notify Law enforcement. Restitution. Parent conference. Recommend expulsion.	2 day ISS/OCS. Referral to Law enforcement. Restitution. Parent conference.	5 day OCS. Notify Law enforcement. Restitution. Parent conference. Recommend expulsion.

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Occurrence	Definition	First Occurrence		Repeated Occurrence	
		Minimum	Maximum	Minimum	Maximum
Threatening, striking, menacing a staff member/attempted or actual physical assault on staff	An offer, coupled with an apparent present intent and ability, to inflict immediate injury to staff member and/or the unlawful touching or striking of a staff member by a learner or any substance put in motion by him and/or verbal threats or harassment of staff member by learner. [E.C. Section 48900 (a)(1), (a) 2]	ISS/OCS. Possible expulsion. Notify Law enforcement. Parent conference.	5 day OCS. Recommend expulsion. Notify Law enforcement. Parent conference.	5 day OCS. Recommend expulsion. Notify Law enforcement. Parent conference	5 day OCS. Recommend expulsion. Notify Law enforcement. Parent conference
Truancy	Absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. [E.C. Section 48260 (A)]	Notify Parents. Refer to school attendance review team.	Parent conference. Attendance contract. Detention or community service.	Parent conference. Refer to school multidisciplinary team to address truancy. Refer to Healthy Start.	Detention or community service. Refer to SARB Refer to Healthy Start.
Vandalism/ Destruction of school property	The willful or malicious destruction (defacing) of any real or personal property belonging to another or the school district. [E.C. Section 48900 (f)]	Community service. Parent conference.	5 day ISS/OCS. Work detail. Notify Law enforcement. Parent conference. Restitution. May recommend expulsion.	Parent conference. Community Service.	5 day OCS. Recommend expulsion. Notify Law enforcement. Parent conference. Restitution.
Weapons	The possession of a knife (blade between 2.5"-3.5") or any variety of other weapons deemed dangerous including bullets. [E.C. Section 48900 (b)]	5 day ISS/OCS. Recommend expulsion. Notify law enforcement.	5 day OCS. Recommend expulsion. Notify law enforcement.	5 day OCS. Recommend expulsion. Notify law enforcement.	5 day OCS. Recommend expulsion. Notify law enforcement.
Willful Defiance/ disrupting school activities	Open defiance, a contemptuous refusal to comply with reasonable requests and school rules, causing disorder. [E.C. 48900 (k)]	Community service or detention. Parent conference	1-3 day ISS/OCS. Parent conference	Community service or detention. Parent conference	3-5 day OCS. Parent conference. Possible recommendation for expulsion.
Witness Harassment	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. [E.C. 48900 (o)]	1 day ISS/OCS Parent conference. Community service or after-school detention.	5 day OCS. May recommend expulsion. Parent conference. Notify law enforcement.	3 day ISS/OCS. Parent conference Notify law enforcement.	5 day OCS. Parent conference. May recommend expulsion. Notify law enforcement.

District English Learner Advisory Committee (DELAC)

The District English Learner Advisory Committee (DELAC) for districts with 51 or more English Learners advises the governing board at a minimum on: 1) develop district master plan for English learners and English Learner programs and services; 2) conduct a district-wide needs assessment; 3) develop district goals and objectives for English learners; 4) develop a district plan to meet teacher and aide requirements; (5) administration of annual language census; (6) review and comment on district's reclassification procedures; and (7) review and comment on written notifications required to be sent to the parents and guardians. Members of the DELAC are to be elected by each school's English Learner Advisory Committee (ELAC).

Dress code

Schools may adopt dress codes that are reasonably related to the health and safety of learners and contribute to a productive learning environment. School dress codes must be implemented in a manner consistent with the rights set forth in the First Amendment of the United States Constitution and Section 2 of Article 1 of the California Constitution. The California legislature has determined that gang apparel is hazardous to the health and safety of the school environment, and therefore, the wearing of such apparel may be restricted. All dress codes must be gender neutral; learners cannot be disciplined or prevented from wearing attire that is commonly associated with the other gender. Learners are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities. A learner who violates dress code standards are subject to appropriate disciplinary action according to LUSD Discipline Guidelines.

Educational Options Schools

California law authorizes all school districts to provide for alternative schools. An alternative school is designed and organized to meet the educational needs of learners in a small, more personalized learning environment. These schools offer alternative pathways to graduation for learners whose needs cannot be met in a traditional school setting. Learners develop academic, social, and occupational skills as part of a high quality instructional program that addresses the whole child. The goal of the Educational Options school is to ensure that learners complete the requirements for a high school diploma and are career and college ready.

For additional information, contact the Alternative Education Office located at John J. Cairns Continuation High School (559) 562-5913

Elementary and Secondary Education Act (ESEA): Parents Right to Know

Right to request information re: professional qualifications of child's teacher and paraprofessional (§ 20 USC 6311; 34 CFR 200.61)

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher any other graduate certification or degree held by the teacher.
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.
- Information on the level of achievement of the parent's child in each of the State academic assessments required under § 200.2.
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.

Federal law requires that parents be notified at the beginning and/or when appropriate anytime during each year of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas. For more information, contact the Human Resources Office at (559) 562-5111.

Emergency Preparedness

All LUSD schools work diligently to make sure that learners and staff are prepared for emergencies. Every school has a detailed Crisis Response Plan that provides guidance for the school staff in an emergency. Every school conducts regular drills that meet or exceed the state mandates, requirements, and accommodates persons with disabilities.

Regular monthly drills are a part of a school's activities. Every school conducts the following types of drills:

Fire Drill

Every elementary school practices the procedure once a month; high schools do it once each semester.

Lockdown Drill

On a regular basis, schools practice how they will respond to a threat on or near the campus.

Shelter-in-Place Drill

On a regular basis, schools practice how they will respond to an environmental hazard on or near the campus.

Drop and Cover Drill

Every month, schools use this drill to remind learners how to protect themselves during an earthquake.

Parents are asked to make sure that their children actively participate and take these drills seriously. These drills help make public schools the safest place for learners during an emergency.

In addition to conducting regular drills, each school stocks emergency supplies to sustain learners and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

What Parents Can Do During an Emergency

Parents need to be familiar with the school's emergency procedures. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the learners and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are strong and calm can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy.

Parents who have questions about their school's emergency procedures are encouraged to contact the school Principal. Information about how LUSD prepares for and responds to emergencies is available at the LUSD website. Questions about the District's Crisis Response Plan should be directed to the Student Services Office at (559) 562-5111.

Emergency Response

In the event that there is an emergency, parents should remember that public schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally have less damage than residential or commercial buildings. Schools also have extensive Fire Life Safety Systems that include fire alarms and sprinkler systems that are designed to protect learners and staff.

In general, schools will respond to emergencies by moving learners to the safest possible location. During fires or earthquakes, learners will be moved out of the classrooms to a safe assembly area away from buildings, usually the school field or play yard. During a lockdown or shelter-in-place, learners will be moved indoors, to use the buildings as protection.

During an emergency, parents who want to pick up their children may be asked to go to the Student Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release learners. Please remember that learners will only be released to a person whose name is listed on the Student Emergency Information Form. Parents must make sure that the Student Emergency Information Form is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, learner will be halted in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by law enforcement. Parents need to understand that the learners are being sheltered in a secure classroom for their safety and will be released only when it is safe to do so. If your child is 18 years of age or older, they may be released upon their request.

A Parent Guide to Emergency Preparation is available to parents upon request from the school site and enclosed in the enrollment packet.

English Learner Development Instruction

Learners with limited English proficiency attend mainstream English classes where English and other subjects are taught through bilingual education techniques. In addition, instruction in English Language Development is provided daily in grades K-12. For English learners with exceptional needs, instruction in English Language Development is specified in their Individualized Educational Program (IEP). Dual Immersion Programs are also available at both Jefferson and Washington Elementary Schools. Enrollment in the Dual Immersion Program begins in kindergarten on a first come, first serve basis. Contact the school office for more information.

LUSD offers instructional program options for parents of English Learners. The goals of the programs are to either develop bilingual/biliteracy skills or English language proficiency. Information about the program options can be found by contacting the Migrant Education Department at (559) 562-1703 or the Curriculum Office at (559) 562-5111.

English Learner Reclassification

The Lindsay Unified School District uses multiple criteria to determine whether to reclassify a learner as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
- Teacher evaluation, including, but not limited to, a review of the learners curriculum mastery.
- Parental opinion and consultation.
- Comparison of the performance of the learner in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the learner is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Family Educational Rights and Privacy Federal and State Laws (FERPA)

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult learner (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil record of their child. Also, learners who are 16 years and older (or have completed the 10th grade) have the right to access their records. School and District employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or learner. A legitimate educational interest is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. Upon request, the school discloses education records without consent to officials of another school district in which a learner seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the learner's enrollment or transfer. In general, other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order, natural parent, adopted parent or legal guardian consent, or by statute.

Directory Information is routine information maintained by school districts about learners. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult learners have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult learners may deny the release of directory information to any designated recipient including, but not limited to, military or an institution of higher education. *Directory information shall not be released regarding a pupil identified as a homeless child or youth.*

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release.

- Name
- Address
- Date of Birth
- Dates of attendance

Foster Care

Children supervised by the Department of Children and Family Services (DCFS) or probation and placed in licensed foster homes, group homes or with relative caretakers have special enrollment provisions. Assembly Bill (AB) 490 mandates that youth in foster care must be immediately enrolled in school (California Education Code section 48853.5) regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall all work together to serve the educational needs of learners living in out-of-home care.

AB 1933, allows youth in foster care to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area when the child is placed with a family in a different school of residence. The school district serving the learner in foster care shall allow the youth to continue his/her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of an academic school year, the learner in foster care shall be allowed to continue his/her education in the school of origin for the duration of the academic school year.

AB 216 provides certain graduation exemptions for learners in foster care who transfer between schools any time after the completion of their second year of high school (using either the number of credits earned or length of time of enrollment, whichever will make a learner eligible). Learners in foster care who meet these criterion, may be exempt from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements, unless the school district finds that the learner is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of his/her fourth year of high school. If the school district determines that a learner residing in foster care is reasonably able to complete the school district's graduation requirements within the learner's fifth year of high school, the school district must permit the learner to stay in high school for a fifth year to complete the graduation requirements. Once a learner is found eligible for this exemption, his/her eligibility continues even if the learner's foster care case closes or the learner is transferred to another school. It is unlawful for a school, learner, education rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a learner eligible under AB 216.

Parents, guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a child is changing school placement so that the school records can be transferred in a timely manner.

For further information regarding school-related foster care concerns, contact Student Services at (559) 562-5111 or Healthy Start Family Resource Center at (559) 562-8292

Free Expression Including Political Conduct, Rallies, Assemblies, Demonstrations, Etc.

Learners have a right to freedom of speech and may participate in political or free speech activities while on school campus. Learners may distribute literature reflective of their views and opinions. Learners may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Learners may exercise these rights as long as their speech, expression or conduct is not obscene, lewd, libelous, slanderous, does not incite learners to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those learners who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all learners and District employees. Learners who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, etc. may be subject to discipline.

Learners who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A learner's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against the learner. If the learner demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to the situation.

While LUSD recognizes and respects a learner's freedom of speech rights, District employees shall not promote, endorse or encourage learners to participate in any learner demonstration, distribution of materials, assembly, sit-in, or walk-out. For further information concerning this issue, contact the school Principal

General Information

Preschool

Preschool is offered at four of the six elementary school sites: Jefferson, Lincoln, Roosevelt, and Washington. Each Preschool Program is unique with different eligibility requirements and limited space. Parents are encouraged to enroll early by contacting the Preschool Office at 562-8523.

Kindergarten Pre-Registration

Pre-registration for Transitional Kindergarten and Kindergarten begins each year in the Spring. A child must be five years old on or before September 1st of the current school year in order to enroll in Kindergarten. Parents are required to bring the following materials and information with them at the time of registration:

- Legal evidence of birth; such as a birth certificate
- Up to date immunization record which includes: Polio, DPT, MMR (measles, mumps, and rubella), Hepatitis B, Varicella and TB Skin Test showing results
- Proof of address
- Copy of child's last physical exam

Transitional Kindergarten

The new legislation to establish Transitional Kindergarten programs in California amends the state Education Code relating to kindergarten to create "Transitional Kindergarten (TK)," the first year of a two-year kindergarten experience for learners born between September 2 and December 2. The intent is to provide an extra year of schooling in a two year kindergarten program to help address the challenges that many learners entering school as four-year olds and young fives face in struggling to keep up in kindergarten. TK acts as a bridge between a more flexible play-and-learn environment and the more structured academic setting of today's kindergarten classrooms. The "gift of time" the program provides helps learners meet the social and academic expectations necessary for the traditional kindergarten class the following school year. Transitional kindergarten provides a two-year preparation for first grade while reducing the likelihood of retention after a year of traditional kindergarten.

Curriculum and the Environment

The curriculum of a high quality TK program is based on predictable developmental stages that occur in a child's maturation process and the understanding that each child is unique and will have their own learning style and pattern of growth. This knowledge drives the curriculum, the environment, and the interactions within the environment. Curriculum planning is based on a developmentally appropriate blend of the California Common Core Kindergarten Standards and the California Preschool Learning Foundations.

Grade/Score Change Request Process

Under California Education Code section 49066, parents have a right to request a change of a learner's score on the following grounds:

- Mistake
- Fraud
- Bad faith; and/or
- Incompetency in assigning the grade

When scores are earned for any course of instruction taught in the public schools, the score earned by each learner shall be the score determined by the learning facilitator of the course. In the absence of any of the grounds listed above, the score shall be final.

Any request for a score change must start with the classroom learning facilitator within 30 days of the date the progress report was mailed. The next step, if not resolved with the learning facilitator, is a written request to the principal. If not resolved, the decision may be appealed to the Office of Curriculum and Instruction. At each step, the parent has the right to present information in support of the request. If you would like additional information, please ask the school Principal.

Gun Free Safe Schools

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any learner found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the learner was in possession of a firearm, the Board of Trustees shall expel the learner. Possession includes, but is not limited to, storage in lockers, purses, backpacks, or vehicles.

Health Information

Notice of Privacy Practices of the use and disclosure of private health information

The Health Insurance Portability and Accountability Act (**HIPAA**) is a federal law that is intended to standardize the communication of electronic health information between health care providers and health insurers. It requires the U.S. Department of Health and Human Services to develop a series of rules which will protect the privacy and security of individually identifiable health information. The Privacy Rule governs how covered entities may use and disclose Protected Health Information (PHI). PHI is information that we have created or received about your child's past, present or future health or medical condition that could be used to identify him/her.

In the normal course of business, the district furnishes, bills or is paid for specific "health care" services provided to learners. Under the law, the District is required to make sure that your child's PHI is kept private. The District has in place safeguards to reasonably protect PHI from any intentional or unintentional use or disclosure that is a violation of the Privacy rule.

We may disclose your child's PHI for the following reasons:

1. **So your child can receive treatment.** We may use and disclose your PHI to those who provide your child with limited health care services (vision/audio/scoliosis screenings; speech/psychological assessments, athletic physicals, counseling services) or who are involved in your child's care, such as the school nurse, health aide, speech therapist, counselor, psychologist, etc. we may also disclose your child's PHI so that health care can be offered or provided to him/her.
2. **To get payment for your treatment.** We may use and disclose your child's PHI in order to bill and get paid for treatment and services your child receives. For example, we may give parts of your PHI for a submission of a school-accident insurance-plan claim on behalf of the learner.
3. **To report public health activities.** We share PHI with government officials in charge of collecting certain public health information.
4. **To meet legal requirements.** We share PHI with government or law enforcement agencies when federal, state, or local laws require us to do so. For example, the law says we must report private information about children who have been abused or neglected.

Other uses and disclosures require your prior written agreement. In other situations, we will ask for your written permission before we use or disclose your PHI. You may decide later that you no longer want to agree to certain use of your PHI for which we received your permission. If so, you may tell us that in writing. We will then stop using your PHI for that certain situation.

Physical Examinations

All pupils are required to receive a physical examination within 18 months before entering the first grade. This examination may be obtained from your family physician or through the Child Health and Disability Program (CHDP) offered by several local providers. The Child Health and Disability Prevention (CHDP) is a preventive program that delivers periodic health assessments and services to low income children and youth in California. CHDP provides care coordination to assist families with medical appointment scheduling, transportation, and access to diagnostic and treatment services. Health assessments are provided by enrolled private physicians, local health departments, community clinics, managed care plans, and some local school districts. Information and forms are distributed to those pupils enrolled in kindergarten or may be obtained upon request at the front office of your child's school. See the school nurse with further questions.

To identify potential health barriers in order to maximize the student's ability to learn, the district conducts the following screenings mandated by state of California: (Ed Code 49455, 49456, 49452.5)

- **Vision:** Grades K or 1, 2, 5, 8, 10 and first year in the California public school system
- **Color Vision:** Grades K or 1 boys only
- **Hearing:** Grades K or 1, 2, 5, and 8, 10 and first year in the California public school system

In addition, students who are being assessed for annual, initial and three year review for special education services, and students referred by a teacher or parent will also be tested for vision and hearing. Those who do not pass the initial screening will be retested. Parents will be notified and referred for further follow-up only when a problem is identified. Parents may submit a written request for exemption from any of the above health screenings.

Parent's Refusal to Consent (§ 48980,49451; 20 USC 1232H)

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which the child is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon, the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. Tulare County Health Department directions will be followed.

Contagious/Infectious Disease

When a contagious/infectious disease is reported in a learner's classroom within Lindsay Unified School District, a written notification of the disease may be provided to each parent of learners within that classroom when determined to be necessary. The contagious/ infectious diseases may include, but not be limited to, chicken pox, measles and pediculosis (head lice). To verify the presence of these contagious/ infectious diseases, the school nurse or health office staff will conduct a physical examination of the child(ren) in question.

Immunizations

Immunization for Communicable Disease - (H. & S. Code § 1203235, 120365, 120370 Education Code 48216; 17, CCR 6040) The governing board of each school district shall require that every child entering a school must be fully immunized against Diphtheria, Haemophilus influenza type b, Measles, Mumps, Pertussis (whooping cough), Poliomyelitis, Rubella, Tetanus, Hepatitis B, Varicella (chicken pox), and any other disease deemed appropriate by the California Department of Public Health. **A written immunization record of each required vaccine, including date and provider must be presented prior to school entry.** Lindsay Unified School District requires full immunization against Hepatitis B for any learner entering the 7th grade level. In addition, any learner entering 7th through 12th grade, inclusive, is to be fully immunized against pertussis, including all pertussis boosters (Tdap) appropriate for the learner's age.

Effective January 1, 2016 (SB) 277 States that parents or guardians of learners in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine. The bill prohibits a governing authority from unconditionally admitting to any of those institutions for the first time or admitting or advancing any pupil to the 7th grade level, unless the pupil has been immunized as required by the bill. Learners will no longer be required to have immunizations for entry if they attend: a home-based private school or an independent study program with no classroom-based instruction. However, parents or guardians must continue to provide immunization records for these learners to their schools, and schools must continue to maintain and report records of immunizations that have been received for these learners. Learners who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status. Medical and personal beliefs exemptions will be allowed from any new immunization requirement initiated by CDPH for attendance at school or child care.

If the parent or guardian files with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization, that child shall be exempt.

Lindsay Unified School District will refer the parent or guardian of the pupil to the pupil's usual source of medical care to obtain the immunization, or to the Tulare County Health Department.

Cooperation in control of communicable disease & immunization of pupils (§ 49403)

Lindsay Unified School District may permit a licensed physician and surgeon, or a health care practitioner (including a physician assistant, nurse practitioner, registered nurse, licensed vocation nurse or nursing learner who is acting under the supervision of a registered nurse as provided by law) who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent or guardian has consented in writing prior to administration of the immunizing agent.

Consent to school immunization program (§ 48980, 49403)

Lindsay Unified School District will cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school-age children. For that purpose, the board may use any funds, property, and personnel of the district, and may permit a licensed physician and surgeon, or a health care practitioner who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent or guardian has consented in writing to the administration of the immunizing agent. It is the intent of the Legislature to encourage school-based immunization programs, when feasible, to use the California Immunization Registry to assist providers to

track patient records, reduce missed opportunities, and to help fully immunize all children in California. For more information, reference the above California Education Code or contact the school nurse at your local school.

Learner has been excluded from school (§ 48213)

If a learner is excluded from attendance pursuant to Section 120230 of the Health and Safety Code or Section 49451 of this code, or if a principal or his or her designee determines that the continued presence of the child would constitute a clear and present danger to the life, safety, or health of a pupil or school personnel, Lindsay Unified School District is not required to send prior notice of the exclusion to the parent or guardian of the pupil. The District shall send a notice of the exclusion as soon as is reasonably possible after the exclusion.

Tuberculosis (TB) Skin Test

All learners entering school for the first time must present evidence and results of a TB skin test given previous to the enrollment date. Any pupil entering school for the first time from another country must have a TB test given and read within one year of date of enrollment. Learners entering high school from another county or state must have received a TB skin test given and read within one year of the date of enrollment. The TB skin test must show negative results for TB. If a learner has a positive TB test, a negative chest x-ray is also required. The learner with a positive TB test can be granted a conditional entrance of 30-45 days while the learner waits for their chest x-ray results. If you have any questions, please contact the school nurse.

Administrations of medications for learners (§ 48980, 49423, 49480)

The parent or guardian of any learner on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the 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. The superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section. For more information contact the school nurse.

Any learner who is required to take, during the school day, medication prescribed to them by a physician, may be assisted by the school nurse, or other designated school personnel. A student can also carry and self-administer prescription auto-injectable epinephrine (Epi-Pen), Glucagon and/or asthma inhalers if designated by the physician. In order for the learner to be assisted by a school nurse or other designated school personnel, the school district shall obtain both a written statement from the physician detailing the name of the medication, method, amount and time schedule by which the medication is to be taken and a written statement from the parent, foster parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters included in the physician's statement.

In order for the learner to carry and self-administer prescription auto-injectable epinephrine, Glucagon and/or asthma inhalers, the school district shall obtain a written statement from the physician detailing the name of the medication, method, amount and time schedule by which the medication is to be taken and confirming that the learner is able to self-administer the medication and a written statement from the parent, foster parent, or guardian of the learner consenting to self-administration, as well as providing a release for the school nurse or other designated school personnel to consult with the health care provider of the learner regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from any liability if the self-administrating learner suffers an

adverse reaction as a result of self-administration. A learner may be subject to disciplinary action if they use auto-injectable epinephrine, Glucagon, and/or inhalers in a manner other than as prescribed.

The written statements in both cases shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. It is the responsibility of the parent/guardian to provide this information to school personnel. The medication policy applies to all school activities and field trips. It is the responsibility of the parent to provide any medications prescribed by the physician for school use/to leave at school/field trip/school activity. When learners participate in field trips, a Medication at School form will be required for medications ordinarily prescribed for home use if it will need to be given during the field trip. For more information contact the school nurse.

Type2 Diabetes Information (§ 49452.7)

Overweight children and youth are more prone to develop serious health problems, including diabetes type 2, high blood pressure, heart disease, and asthma. If left unchecked, diabetes can lead to complications such as kidney failure, blindness, heart attack, and amputations. The California Department of Education in collaboration with national and local health care agencies have developed a type 2 diabetes information fact sheet to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010. The “What is Diabetes?” fact sheet is to be given to all current and incoming 7th grade students at the time of enrollment or during a common class time. For more information contact the school office or access the website at:

<http://www.cde.ca.gov/ls/he/hn/diabetesmgmt.asp>

Medical & Hospital Services not provided or available (§ 49471)

Lindsay Unified School District does not provide or make available medical and hospital services for learners in grades 7-12 of the school/district who are injured while participating in athletic activities.

Medical & Hospital Services for pupils (§ 49472)

Lindsay Unified School District may provide or make available medical and/or hospital services for pupils through nonprofit membership corporations, or authorized insurance companies for accidents occurring on school grounds, or while being transported to or from any school activity or event. The service shall be provided only with the consent of the parent or guardian, or the pupil if he/she is not a minor. Please contact the school or school nurse regarding such medical service.

Oral Health assessment requirements (§ 49452.8)

Kindergarten learners while enrolled in a public school, or first grade learners not previously enrolled in a public school, must present evidence of having received an oral health assessment by May 31st of the school year. This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment of the learner into a public school. This law will impact learners currently enrolled in kindergarten or first grade. The oral health assessment may be performed by a licensed dentist or other licensed or registered dental health professional. For assistance with locating a dental health professional or accessing financial assistance contact the school nurse or Healthy Start Family Resource Center at (559) 562-8292.

To request an application for Healthy Families, Medi-Cal, or other government-subsidized health insurance programs, contact Healthy Families/Medi-Cal at 1-800-880-5305 or go to the website at <http://www.onestopcoverage.com/healthyfamilies.html>. The parents or legal guardian of the learner may be excused from complying with the oral health assessment if they sign a waiver stating that they could not

find a dental office that accepted their child's insurance, they could not afford to pay for the assessment, or they did not want to have their child's oral health evaluated. There is no penalty for learners and families who are unable to comply with the oral health assessment (e.g., learners may not be excluded from school for non-compliance with the assessment or waiver).

Availability of dental fluoride treatment; opportunity to accept or deny treatment (Health and Safety Code § 104855)

Learners in preschool, transitional kindergarten and kindergarten will be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each learner's teeth if the parent, guardian, or eligible learner submits a letter stating that the treatment is desired.

Anaphylaxis treatment notification to parents

California Education Code 49414 authorizes school districts to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction. The Credentialed School Nurse for Lindsay Unified will obtain a prescription from the Tulare County Health and Human Services Agency Public Health Officer.

Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases by unknown causes. This is a life-threatening allergic condition, requiring immediate treatment. Administering epinephrine to students during a medical emergency may help to insure the student's health and safety at school. Therefore, Lindsay Unified School District has adopted a policy for standing orders or provide life-saving epinephrine to students who are in need of such treatment.

This policy states that a credentialed, licensed school nurse or trained, unlicensed school staff, under the direct or indirect supervision of the credentialed school nurse (or supervisor of health), may administer epinephrine in the form of an epinephrine auto-injector during a severe, life-threatening allergic reaction. The epinephrine auto-injector rapidly delivers a pre-measured, sterile, single dose of epinephrine by direct injection through the skin.

If parents/guardians do not wish their child to receive this treatment, they must so indicate in writing within two weeks of the beginning of school. Under Education Code 49407, no school district shall be held liable for the responsible treatment of a student without the consent of the parent/guardian when the student requires medical treatment and the guardian cannot be reached, unless a written objection to medical treatment has been filed with the district.

Health Insurance for Learners

Healthy Start Family Resource Center can assist parents to enroll their children into free or low-cost health insurance programs such as Healthy California and Medi-Cal. There are programs for children regardless of immigration status. For more information or assistance, parents can contact the Healthy Start Family Resource Center at (559) 562-8292

Covered California

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help them pay for health insurance premiums. This means the federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits.

Visit CoveredCA.com to learn more, compare health insurance plans, choose the one that best fits your needs and enroll online. For free, confidential, in-person help, in your area, visit www.CoveredCA.com/get-help/local or call (800) 300-1506.

The **open-enrollment period** to enroll in Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan *only* if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are: losing your health coverage, getting married, moving outside your plan's coverage area, having a baby and turning 26. To see if you qualify, visit www.coveredca.com/individuals-and-families/getting-covered/special-enrollment. To enroll during this time, you must apply within 60 days of your qualifying life event. For more information and to find free, confidential, in-person help in your area, visit www.CoveredCA.com/get-help/local or call (800) 300-1506.

Undocumented and non-citizen or permanent-resident parents should not fear that applying on behalf of their children or dependents, who may be eligible for health coverage, will result in deportation or other immigration-related actions. For more clarification, read the Immigrations and Customs Enforcement memo on health enrollment and immigration at www.ice.gov/doclib/ero-outreach/pdf/ice-aca-memo.pdf in English and www.ice.gov/espanol/factsheets/aca-memoSP in Spanish.

Healthy Start Family Resource Center

The slogan on the front of the Healthy Start brochure reads: “When You Need Help...a place to begin.” The Healthy Start Center Family Resource Center is located on the district campus at 400 E. Hermosa St. Staff provides a wide variety of services for our learners and their families such as health services, counseling (mental health, sexual abuse, drug and alcohol, domestic violence), practical assistance, parent education and support groups, etc. Learners are referred to Healthy Start Family Resource Center primarily by their teachers, school counselors, other agencies and parents. For more information, call (559) 562-8292.

California Healthy Kids Survey

Lindsay Unified School District participates in the California Healthy Kids Survey. The survey will gather information about the health risk behavior of learner’s grades 5, 7, 9 and 11. Questions are asked about nutrition, alcohol and other drug use, tobacco use, physical exercise, injuries and sexual behaviors or practices leading to AIDS, sexually transmitted diseases and pregnancy.

Survey procedures have been designed to protect your child’s privacy and allow for anonymous participation. No learner will ever be mentioned by name in a report of the results. The results of the survey will help schools understand the health needs of learners and better prepare the district to assist learners with these needs.

It is very important learners in grades 5, 7, 9 and 11 participate in the survey. However, the decision to participate is voluntary. Parents will have the opportunity to review the survey at each school site. They will also receive a parent information and permission form in their learner packet at the beginning of the year or when they enroll their child. Parents are asked to sign the form and return it to their child’s school if they do not want their child to take the survey. Fifth grade parents will also receive an information and permission form. The difference is that these parents will sign the form and send it back to the school indicating whether or not they want their child to take the survey. There will be no action taken against those who do not participate. **A copy of the survey is available for review at each school site.**

Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities- (§ 20 USC 1232h) Protection of pupil rights.

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Lindsay Unified School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. Lindsay Unified School District has developed and adopted policies, in consultation with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Lindsay Unified School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Lindsay Unified School District will also directly notify parents of learners who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Lindsay Unified School District will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by the Department of Education
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue,
SW Washington, D.C. 20202-5901

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, Lindsay Unified School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any learner who is 18 years old or an emancipated minor under State law.)

High School Graduation Requirements

University of California and California State University Subjects Requirement (a-g) (Education Code §66204) To qualify for admission to the UC or CSU systems, high school students must meet the Subject Requirements; better known as the a-g requirements. For more information please visit the UC (www.universityofcalifornia.edu) or CSU (www.calstate.edu) websites or your student’s counseling office. Information is also available at parent orientations or directly from your student’s counselor. High School Curriculum Notification (AB 428): UC/CSU College Admission Requirements To determine the subjects that meet the following college admission courses as certified by the University of California (UC), please log on to the following website: <https://doorways.ucop.edu/list/>

UC/CSU A-G Requirements	Traditional	Lindsay High School	John J. Cairns Loma Vista H.S.
Subjects	Years	Credits	Credits
History/Social Studies – A	4	40	40
English – B	4	40	40
Mathematics – C	2	20	20
Science – D	2	20 (10 each: Biological/ Life & Physical Science)	20
Fine Arts/Language – E	1	10	10
Visual & Performing Arts – F	1	10	10
Academic Electives – G	1		
Health	.5	5	5
Physical Education	2	20	20
Technology Basic	.5		
Electives		75	20
Total Number of Credits Needed for Graduation		220	175

To meet graduation requirements, LHS learners must complete at least 3 consecutive Pathway courses each focusing on a real world job sectors. Learners must achieve a minimum score of 3 demonstrating, mastery of complex knowledge in content measurement topics for each course. Learners must also achieve a minimum proficiency score of 3 in Senior Project and on the senior exit interview. Parents are encouraged to speak with their child’s school counselor each year regarding their child’s progress toward meeting these requirements.

Career Technical Education

Career technical education (CTE) engages all learners in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. Lindsay High School (LHS) courses are linked to core content courses such as English, Math, and Science and are designed to prepare learners for university admission. California’s CTE offers 15 industry Sectors and 58 pathways; LHS offers 10 sectors and 17 pathways.

Every LHS graduate must complete a 3 course sequential pathway within a sector for graduation. Sectors include: Agriculture (2); Health Science (2); Hospitality; Engineering and Architecture; Information Technologies; Arts, Media, & Entertainment; and Business and Finance. Linked Learning consists of an integrated core curriculum that provides challenging academics for college preparation that is matched with core technical curriculum that provides career readiness and leadership skills.

Information about LHS Academies, Pathways, Career Technical Education, and Linked Learning can be accessed at the LHS website: <http://www.cardinalacademies.com/info.html> or about graduation requirements contact a school counselor at (559) 562-5911. To learn more about CTE, log on to: <http://www.cde.ca.gov/ci/ct>.

Information about LHS Academies, Pathways, Career Technical Education, and Linked Learning can be accessed at the LHS website: <http://www.cardinalacademies.com/info.html> or about graduation requirements contact a school counselor at (559) 562-5911. To learn more about CTE, log on to: <http://www.cde.ca.gov/ci/ct>.

For information about John J. Cairns or Loma Vista Charter School course offerings and graduation requirements, contact the school counselor at (559) 562-5913.

For more information about high school graduation requirements, refer to Board Policy 6146.1 located on the District website: <http://www.gamutonline.net/district/lindsay/DisplayPolicy/930721/6>.

Homeless Learners

The McKinney-Vento Homeless Assistance Act for Homeless Children and youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless learners.

A homeless learner is defined as a person between the ages of 6-18 who lacks of fixed, regular, and adequate nighttime residence and may live in any of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer or other inadequate accommodations, or
- Doubled up with friends or relatives because you cannot find or afford housing

Then, your children have the right to:

- Receive the same special programs and services as provided to all other children
- Immediate enrollment
- Continue in the school attended before becoming homeless or the school last attended if feasible
- Transportation services
- Free or reduced price school lunch program
- Title I services

If you feel your children are eligible for this program, please call the Homeless Education Liaison at Healthy Start FRC at 562-8292.

Integrated Pest Management Program

Use of Pesticide/Herbicide Products (§ 17612, 48980.3)

Pesticide/herbicide products expected to be applied on LUSD sites are:

Products applied by licensed pest control company:

- EcoPCO WP-X (pesticide) – Active Ingredient: 2-Phenethyl propionate, thyme Oil, pyrethrins
- Tempo SC Ultra (pesticide) – Active Ingredient: beta-cyfluthrin
- Termidor SC (pesticide) – Active Ingredient: fipronil

Products applied by LUSD Maintenance Department staff for weed abatement:

- Roundup (herbicide) – glyphosate

Cleaning products used by LUSD Custodial staff:

- Clean on the Go NABC Concentrate #1 – alkyl dimethyl benzyl ammonium chloride, alcohol ethoxylate, isopropyl alcohol
- Clean on the Go hdqC2 Concentrate #2 – dialkyl dimethyl ammonium chloride, alcohol ethoxylate, alkyl dimethyl benzyl ammonium chloride, ethanol, tetrasodium ethylene, diaminetetra acetate
- Clean on the Go Glass and Hard Surface Cleaner Concentrate #3 – alkyl polyglycoside, isopropanol
- Clean on the Go Multisurface Cleaner Concentrate #4 – Alcohol ethoxylate, sodium sulfonate, tetrasodium EDTA

Information on pesticides/herbicides and pesticide/herbicide use reduction developed by the Department of Pesticide Regulation pursuant to Section 13184 of the Food and Agricultural Code is available at www.cdpr.ca.gov.

The Lindsay Unified School District Integrated Pest Management Plan is posted on the LUSD website. Parents or guardians may request prior notification of individual pesticide/herbicide applications at the school site. If you would like to be notified whenever pesticides/herbicides are applied, please contact your school site to request the pesticide application notification form. Notification will be provided within 72 hours prior to application.

If a pesticide product not included in the annual notification is subsequently intended for use at the school site, the school designee shall, consistent with this subdivision and at least 72 hours prior to application, provide written notification of its intended use.

A warning sign will be posted with 24 hours advance notice at the school site where pesticides will be applied with the term “Warning/Pesticide Treated Area” with specific information about the pesticide used. The warning sign will remain posted for 72 hours prior to application of pesticides. The chief medical officer shall take any steps necessary to protect the health of pupils in that facility.

Learner Technology Acceptable Agreement

The purpose of this Acceptable Use Agreement ("Agreement") is to ensure a safe and appropriate environment for all students. This Agreement notifies parents and students about the acceptable ways in which District Technology may be used. The District ("District") recognizes and supports advances in technology and provides an array of technology resources for students to use to enhance learning and education. While these technologies provide a valuable resource to students, it is important that students' use of technology be appropriate for school purposes.

Pursuant to Board Policy 6163.4, only Users of District Technology who submit a signature acknowledging receipt and agreement to the terms of use outlined in this Agreement are authorized to use District Technology.

Terms of Use

Acceptable Use: District students are only permitted to use District Technology for purposes which are safe (pose no risk to students, employees or assets), legal, ethical, do not conflict with the mission of the District, and are compliant with all other District policies. Usage that meets these requirements is deemed "proper" and "acceptable" unless specifically excluded by this policy or other District policies. The District reserves the right to restrict online destinations through software or other means. Additionally, the District expressly prohibits:

- Using District Technology for commercial gain;
- Accessing District Technology for the purpose of gaming or engaging in any illegal activity;
- Transmission of confidential information to unauthorized recipients;
- Inappropriate and unprofessional behavior online such as use of threats, intimidation, bullying or "flaming";
- Viewing, downloading, or transmission of pornographic material;
- Using District Technology for the creation or distribution of chain emails, any disruptive or offensive messages, offensive comments about race, gender, disabilities, age, sexual orientation, religious beliefs/practices, political beliefs, or material that is in violation of workplace harassment or workplace violence laws or policies;
- Significant consumption of District Technology for non-school related activities (such as video, audio or downloading large files) or excessive time spent Using District Technology for non-school purpose (e.g. shopping, personal social networking, or sports related sites);
- Knowingly or carelessly performing an act that will interfere with or disrupt the normal operation of computers, terminals, peripherals, or networks, whether within or outside of District Technology (.g., deleting programs or changing icon names) is prohibited;
- Infringe on copyright license, trademark, patent, or other intellectual property rights; or
- Disabling any and all antivirus software running on District Technology or "hacking" with District Technology.

Accountability

Users are prohibited from anonymous usage of District Technology. In practice, this means users must sign in with their uniquely assigned District User ID before accessing/ using District Technology. Similarly, "spoofing" or otherwise modifying or obscuring a user's IP Address, or any other user's IP Address, is prohibited. Circumventing user authentication or security of any host, network, or account is also prohibited.

Disclaimer

The District cannot be held accountable for the information that is retrieved via the network. The District will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the District Systems, System Administrators or your own errors or omissions. Use of any information obtained is at your own risk. The District makes no warranties (expressed or implied) with respect to: (a) the content of any advice or information received by a student or any costs or charges incurred as a result of seeing or accepting any information; or (b) any costs, liability or damages caused by the way the student chooses to use his or her access to the network.

Password Policy

Passwords must not be shared with anyone and must be treated as confidential information. Passwords must be changed as often as required by the District's IT Department. All Users are responsible for managing their use of District Technology and are accountable for their actions relating to security. Allowing the use of your account by another user is also strictly prohibited. All passwords created for or used on any District Technology are the sole property of the District. The creation or use of a password by a student on District Technology does not create a reasonable expectation of privacy.

Responsibility

Users are responsible for their own use of District Technology and are advised to exercise common sense and follow this Agreement in regards to what constitutes appropriate use of District Technology in the absence of specific guidance.

Revocation of Authorized Possession

The District reserves the right, at any time, for any reason or no reason, to revoke a User's permission to access, use, or possess District Technology.

Restriction of Use

The district reserves the right, at any time, for any reason or no reason, to limit the manner in which a User may use District Technology in addition to the terms and restrictions already contained in this Agreement.

Third-Party Technology

Connecting unauthorized equipment to the District Technology, including the unauthorized installation of any software (including shareware and freeware), is prohibited.

Personally Owned Devices

If a student uses a personally owned device to access District Technology or conduct District business, he/she shall abide by all applicable Board policies, administrative regulations, and this Agreement. Any such use of a personally owned device may subject the contents of the device and any

communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information or misuse of District Technology, he/she shall immediately report such information to the Superintendent or designee.

Consequences for Violation

Violations of the law, Board policy, or this Agreement may result in revocation of a student's access to District Technology and/or restriction of his/her use of District Technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this Agreement may be reported to law enforcement agencies as deemed appropriate.

Enforcement

Record of Activity

User activity with District Technology may be logged by System Administrators. Usage may be monitored or researched in the event of suspected improper District Technology usage or policy violations.

Blocked or Restricted Access

User access to specific Internet resources or categories of Internet resources, deemed inappropriate or non-compliant with this policy may be blocked or restricted. A particular website that is deemed "Acceptable" for use may still be judged a risk to the District (e.g. it could be hosting malware), in which case it may also be subject to blocking or restriction.

No Expectation of Privacy

Users have no expectation of privacy regarding their use of District Technology. Log files, audit trails and other data about user activities with District Technology may be used for forensic training or research purposes, or as evidence in a legal or disciplinary matter. Users are on notice that District Technology is subject to search and seizure in order to facilitate maintenance, inspections, updates, upgrades, and audits, all of which necessarily occur both frequently and without notice so that the District can maintain the integrity of District Technology. All data viewed or stored is subject to audit, review, disclosure and discovery. Such data may be subject to disclosure pursuant to the Public Records Act (California Government Code section 6250 et seq). Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by District Technology for sending or receiving private or confidential electronic communications. System Administrators have access to all email and will monitor messages. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities and/or District personnel.

The District reserves the right to monitor and record all use of District Technology, including, but not limited to, access to the Internet or social media, communications sent or received from District Technology, or other uses within the jurisdiction of the District. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity.

Students should be aware that, in most instances, their use of District Technology (such as web searches or emails) cannot be erased or deleted. The District reserves the right to review any usage and make a case-by-case determination whether the User's duties require access to and/or use of District Technology which may not conform to the terms of this policy.

Specific Consent to Search and Seizure of District Technology

The undersigned consents to the search and seizure of any District Technology in the undersigned's possession by the District, the District's authorized representative, a System Administrator, or any Peace Officer at any time of the day or night and by any means. This consent is unlimited and shall apply to any District Technology that is in the possession of the undersigned, whenever the possession occurs, and regardless of whether the possession is authorized. The undersigned waives any right; that may apply to searches of District Technology under SB 178 as set forth in Penal Code sections 1546 through 1546.4.

Definitions

Blogging

An online journal that is frequently updated and intended for general public consumption.

E-mail

The electronic transmission of information through a mail protocol such as SMTP or IMAP. Typical e-mail clients include Microsoft Outlook and Gmail.

Chain e-mail

E-mail sent to successive people. Typically, the body of the note has directions to the reader to send out multiple copies of the note so that good luck or money will follow.

Flaming

The use of abusive, threatening, intimidating, or overly aggressive language in an Internet communication.

Hacking

Gaining or attempting to gain unauthorized access to any computer systems, or gaining or attempting to gain unauthorized access to District Technology.

District Technology

All technology owned or provided by District to authorized users, including Internet/Intranet/Extranet-related systems, computer hardware, software. Wi-Fi, electronic devices such as tablet computers, USB drives, cameras, smart phones and cell phones, telephone and data networks (including intranet and Internet access).operating systems, storage media, wireless access points (routers), wearable technology, PDA's, network accounts, web browsing, blogging, social networking, and file transfer protocols. email systems, electronically stored data, websites, web applications or mobile applications, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through District-owned or personally owned equipment or devices.

Instant Messaging

A type of communication service that enables the creation of a kind of private chat room with another individual in order to communicate in real time over the Internet.

Internet Resources

Websites, instant messaging applications, file transfer, file sharing, and any and all other Internet applications and activities using either standard or proprietary network protocols. Examples of websites that pose a risk to the District, or are counter to its mission, are malware repositories, sites advocating violence against civil society or against persons based on race, religion, ethnicity, sex, sexual orientation, color, creed or any other protected categories, sites offering gambling activities or that are pornographic in nature.

IP Address

Unique network address assigned to each computing device connected to a network to allow it to communicate with other devices on the network or Internet.

Malware

Malware is any software, application, program, email or other data or executable code which is designed to cause harm to a network or computer or violate any law, statute, policy or regulation in any way. Examples of harmful activity or intent are theft of personal information or intellectual property by phishing or other means, hacking, violation of copyright law (distributing or copying written material without proper authorization), propagation of spam e-mails, harassment, extortion, denial of service and facilitating access to illegal content (pornography, gambling, etc.). Accessing or storing malware is expressly prohibited unless authorized for research or forensic purposes by appropriately authorized and designated employees.

Network

Any and all networks and telecommunications equipment, whether wired or wireless, controlled or owned by the District which facilitate connecting to the Internet.

Phishing

Attempting to fraudulently acquire sensitive information by masquerading as a trusted entity in an electronic communication.

Sensitive information

Classified as Protected Health Information (PHI) Confidential information or Internal Information.

Spam

Spam is unsolicited nuisance Internet E-mail which sometimes contains malicious attachments or links to websites with harmful or objectionable content.

Spoofing

IP Address spoofing is the act of replacing IP address information in an IP packet with falsified network address information. Each IP packet contains the originating and destination IP addresses. By replacing the true originating IP address with a falsified address a hacker can obscure their network address and hence, the source of a network attack, making traceability of illegal or illegitimate Internet activity extremely difficult.

System Administrator

District employees whose responsibilities include District Technology, site, or network administration. System Administrators perform functions including, but not limited to, installing hardware and software, managing a computer or network, auditing District Technology, and keeping District Technology operational.

Unauthorized Disclosure

The intentional or unintentional act of revealing restricted information to people, both inside and/or outside the District, who do not have a need to know that information.

User or Users

Individuals whether students or employees, full or part-time, active or inactive, including interns, contractors, consultants, vendors, etc. who have used District Technology, with or without the District's permission.

User ID

Uniquely assigned Username or other identifier used by a student to access the District network and systems.

Lindsay Unified Internet Access Filters



Red Access- Level 3

- Unrestricted access to **educational sites** identified by LUSD Learning Facilitators and administration (i.e., Empower, Learning Facilitator websites, Lexia, Reading Plus etc.)
- **No access to other sites.**

Yellow Access- Level 2

- Unrestricted access to **educational sites** identified by LUSD Learning Facilitators and administration (i.e., Empower, Learning Facilitator websites, Lexia, Reading Plus

Green Access- Level 1

- **Unrestricted access to appropriate sites** allowed by LUSD filters.



STRATEGIC DESIGN

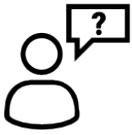
“LINDSAY PARENTS ARE SUPPORTIVE OF LEARNING FACILITATORS AND THE SCHOOL AND TEAM WITH THE SCHOOL TO ENSURE THAT THEIR CHILDREN RECEIVE THE BEST EDUCATION POSSIBLE.”

Stakeholders Vision



PURPOSE

To provide fair and equitable solutions for inappropriate internet usage in an efficient and timely manner.



FREQUENTLY ASKED QUESTIONS

	<ul style="list-style-type: none">• The filtering system will identify when someone has been accessing inappropriate sites or content.
	<ul style="list-style-type: none">• This works for district issued devices and personal devices when connected to the Internet through the Tulare County Learning Network or the LUSD Community WiFi servers.
	<ul style="list-style-type: none">• The system will automatically move learners who violate the LUSD Acceptable Use Policy into the Yellow (level 2) or Red (level 3) group for a set length of time.• Placement is dependent on previous placement, on-going violations, and/or recommendation by the Principal or Learning Director.
	<ul style="list-style-type: none">• Learners and their parent/guardian will be informed of all Acceptable Use Policy violations and the change of accessibility level through an auto-generated email.
	<ul style="list-style-type: none">• Learners will automatically be moved back to the Green (level 1) group upon completion of time requirements and/or if the learner takes a Digital Citizenship review course through Empower (at the site's discretion).

Juvenile Justice System Program Returnees

Effective January 1, 2013, SB 1088 protects the enrollment rights of youth returning from juvenile justice facilities (ie., Probation Camps, Juvenile Halls, etc.). These learners are not to be denied enrollment or readmission to any public school due to contact with the juvenile justice system. Juvenile justice-related contact includes: arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, and detention for any length of time in a juvenile facility or enrollment in a juvenile court school.

Unless exempt from compulsory school attendance, a learner returning from a juvenile justice facility or any other court ordered placement is entitled to the same right to an appropriate educational program as that provided to all other learners, and should be immediately enrolled in school.

In addition, each public school district and county office of education is required to accept for credit full or partial coursework satisfactorily completed by a learner while attending a public school, juvenile court school, or non-public nonsectarian school or agency (Education Code Section 48645.5). For additional information or assistance with enrollment, please contact Student Services at (559) 562-5111.

Learner Accident Insurance

Learners engaged in interscholastic sports are required by California Education Code sections 32220-32224 to have health or accident medical coverage. The health insurance plans referenced under Learner Health Insurance are also meant to help parents comply with the State law. Information on public and private insurance coverage for sports, accidents, and illness is available by contacting the school Principal or Healthy Start Family Resource Center at (559) 562-8292.

Learner Attendance Options

To locate schools near your home address, log onto:
<http://www.schoolworksgis.com/SL/Lindsay/schoollocator.html> or contact the Student Services Office at (559) 562-5111.

Learner's Personal Property

Lindsay Unified School District provides each learner a personal electronic device for educational purposes. Personal items of value (cell phones, iPods, cameras, computers, video games, other electronic devices, etc.) should not be brought to school since loss, theft, or damage is possible, unless specifically requested to do so by the learning facilitator for educational purposes. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The District is not responsible for lost or stolen items (including those in lockers.) For more information, contact the school Principal.

Learner Rights

Learner rights are protected under the Constitution, as well as State law and district policy. Their rights include:

- Learners are encouraged to voice constructive criticism through learner government, learner advisory committees, school newspapers, teachers, counselors, administrators and any other channels of communication as long as that process does not substantially disrupt the orderly operation of the school.
(cf. 5145.2 – Freedom of Speech/Expression/Assembly)
- The right to an education in a safe, orderly, and clean environment.
- The right to full use of class time for receiving instruction and for learning.
- The right to fair, consistent, and respectful treatment by staff members and other learners.
- The right to explain before a penalty is imposed. When a learner has been referred for some wrongdoing, that learner should be afforded the opportunity to offer his/her version of the incident to school authorities.

Learner Searches

The Fourth Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches under certain limited circumstances.

Searches Based on Reasonable Suspicion

If a learner has engaged in conduct that causes an administrator to have *reasonable suspicion* that the learner has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that learner. The administrator must:

- Be able to articulate the reason for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the learner to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the learner's age and gender and the nature of the offense.

When conducting a learner search based on reasonable suspicion, school officials, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the learner to a specific incident of misconduct.
- Jackets, purses, pockets, back packs, bags, and containers in the learner's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the learner being searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other learners or staff (except for a school administrator or designee witness, also of the same sex)

Learner with a Temporary Disability

Instruction in the home or hospital is provided pursuant to state law for eligible general education learners in grades K-12 whose non-contagious, temporary medical disability prevents attendance in regular day class or alternative educational program for a limited period of time. The intent is to maintain continuity of the learner's instruction program during the interim period of disability. A home/hospital learning facilitator provides instruction in subjects/courses correlated with the learner's school program to the maximum extent possible. Home/Hospital instruction is designed as a temporary interim service. It shall not replace, over an extended period of time, the regularly required instructional program. Instruction in the home/hospital will commence (1) when the attending physician authorizes service to begin, based upon the learner's ability to participate, and (2) upon receipt of the parent's authorization for temporary transfer of educational duties. Instruction in the home/hospital for a temporary period of time is also provided for learners with a current Individualized Education Program (IEP) or learners with a Section 504 Plan – under certain circumstances pursuant to California Education Code section 56026.

Learner's with Disabilities and Special Education

Children learn in a variety of ways and timeframes with most learning effectively in a typical school setting. Learners with disabilities may be eligible to receive special education services. These services are based on assessments and determined by an Individualized Education Program (IEP) team, which includes the learner's parent(s) as equal participants. Special education services are designed to meet the unique educational needs of learners with disabilities and are provided at no cost to parents. To the maximum extent appropriate, learners with disabilities are to be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled. The general education classroom with all appropriate supplementary aids and services where the learner has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting for an IEP team to consider. An IEP team should only consider a removal of a learner from the general education classroom and environment when the nature or severity of a learner's disability is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

Parents may receive a copy of their rights and procedural safeguards annually, in certain situations, and upon request by contacting the school office or Special Education Office at (559) 562-5111.

Learners with Disabilities under Section 504

Section 504 of the Rehabilitation Act, is a U.S. federal civil rights protection for people with disabilities. According to this law, individuals with Disabilities are persons with a physical or mental impairment which substantially limits one or more major life activities, where major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. A parent/guardian who believes that their child may have a disability under Section 504 may contact the Principal of the school to arrange for a Student Study Team meeting. The Student Study Team will evaluate the learner's needs and may then recommend an assessment for support and services as appropriate under Section 504. The parent/guardian will be invited to participate in the 504 meeting and will be given an opportunity to examine all relevant records. The Principal, Learning Facilitator and staff designated as the 504 Team are responsible for assessing, implementing, reviewing and modifying the 504 Accommodation Plan. Concerns regarding learners with a 504 Accommodation Plan are addressed first with the school 504 Coordinator and the Principal. Any further concerns regarding this process or its outcome should be referred to the Student Services Office at (559) 562-5111. (EC 56301) For more information, contact the school 504 Coordinator or access Board Policy 6164.6 Identification And Education Under Section 504 at: <http://www.gamutonline.net/district/lindsay/DisplayPolicy/930764/6>

Location of Learner Records

Most learner records are maintained at the school site location. Records maintained by an elementary school are generally kept in the Main Office with the Office Manager as the primary custodian of records. At the secondary level, records are maintained in the Main Office by either the Records Clerk or Office Manager. Some records such as Special Education psychology assessments may be maintained in the District Student Services and Special Education Office.

News Media Access

Occasionally, members of the news media may visit schools to cover activities such as sports competitions, school assemblies, special programs and general newsworthy events. When possible, the school must make every effort to notify parents/guardians in advance in order to provide parents/guardians with the opportunity to authorize or to withhold permission for media access to their child.

The law provides that when members of the news media are lawfully on campus, they may interview, photograph and or film learners. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed or photographed. If you do not consent to having your child interviewed, filmed, or photographed, submit a letter to the school Principal. Additionally, a learner may decline to speak to the media and may refuse to be interviewed, filmed or photographed by the media.

No Child Left Behind Public School Choice

Right to request information re: professional qualifications of child's teacher and paraprofessional (§ 20 USC 6311; 34 CFR 200.61)

Any district receiving funds from the United States Department of Education must adopt a policy regarding the (1) administration of surveys and physical exams/screenings; (2) right of parents to inspect instructional materials; and (3) collection of personal information for marketing purposes. Additional notice shall be provided within a reasonable period of time after any substantive change to such policy. **20 USC 6311(h)(6);**

Every district that receives Title I funds must ensure that all teachers teaching in "Core Academic Subjects" are highly qualified not later than the end of the 2005-2006 school year. Any teacher who was hired to teach prior to the first day of the 2002-03 school year has four years to obtain the necessary credentials.

According to federal law, at the beginning of each school year, the district shall notify the parents of each learner that parents have the right to request information regarding the professional qualifications of their child's teacher, including:

- Whether the teacher has met state qualification and licensing criteria for grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents must also be provided information on the level of achievement of the parent's child in each of the state's academic assessments, and must be notified if their child is taught by a teacher who is not "highly qualified" for four or more consecutive weeks.

Non-Discrimination Statement

Nondiscrimination Statement (20 USC §§ 1681-1688, 6311-6312, 42 USC § 2000d-d7, 42 USC §12101-12213, 29 USC § 794, 34 CFR §§ 104.8, 106.8 and 106.9, Government Code § 12940, Education Code §§ 220 and 48985)

The Lindsay Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.5 Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, 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 program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a learner or employee that creates a hostile environment and can result in disciplinary action against the offending learner or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or any conduct that is threatening or humiliating.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory harassing intimidating or bullying conduct whether carried out by employees, learners, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. Immediately report this information to the school Principal. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education. Parents/Guardians of learners with mobility impairments have a legal right to accessible transportation for LUSD or school sponsored field trips and other activities for which transportation is provided to learners without disabilities. Contact your school site Principal to address requests for accessible transportation. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Lindsay Unified School District.

Additional information prohibiting other forms of unlawful discrimination or harassment inappropriate behavior, and/or hate-motivated incidents/crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint related to discrimination or harassment based on learner's sex, sexual orientation, gender, gender expression or gender identity, race, color or national origin, or mental or physical disability, contact the Human Resource Office at (559) 562-5111.

Nutrition Services

Daily Breakfast Lunch and Supper

Lindsay Unified School District participates in the National School Breakfast and Lunch program and the After School Supper Program through the Child Adult Care Food Program. Our programs follow new regulations developed by the USDA and the Healthy Hunger Free Kids Act of 2010. Our district promotes the healthy benefits of our programs for all learners. Learners achieve more when properly nourished. Breakfast is served in the cafeteria one half hour before school begins at all elementary sites, Lindsay High School will offer a second chance breakfast mid mornings. Lunch will be served in the cafeteria at various times. Check your school site for serving time.

Meals at No Charge

'Meals at no charge' means our District offers breakfast and lunch to every learner at no cost to parents. The District is able to serve all meals at no charge under the Provision II grant program from the California Department of Education. We again this year will seek an extension to this Provision.

If Nutrition Services is not granted an extension to our current Provision, our District will again require each family to turn in a new meal application form. This is a short and easy application to fill out and enhances our district funding the more applications we process. If you receive an application please turn it back into your learning community office in order to help us with our funding.

Healthy Snacks for Children

The District encourages a healthy eating environment at each learning community and recommends that parents encourage children to eat healthy snacks and drink healthy beverages whenever possible. For additional information, contact the Nutritional Services Department (559) 562-5111 or visit our web page on the district website

Serving healthy snacks to our children is important to providing good nutrition for growth and development as well as supporting lifelong healthy eating habits, and preventing costly and potentially-disabling diseases, like heart disease, cancer, diabetes, high blood pressure, and obesity. Snacks are a bigger part of kids' diets than in the past. Snacks can make positive or negative contributions to kids' diets – depending on the choices we offer. Below are ideas of healthy drinks and snacks for learning communities, caregivers, children's programs, and parents to serve to children in the classroom, in after-school programs, at soccer games, home, and elsewhere.

Fruits and Vegetables

Do taste tests or let kids choose (or vote for) new fruits and vegetables to try. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen, and dried fruits are easy and usually need little preparation. Healthy options include: fresh fruits and vegetables; frozen fruit; applesauce; fruit cups or canned fruit (in juice or light syrup); dried fruit and fruit leathers (without added sugars); fruit salad; fruit juice popsicles; and homemade smoothies. Vegetables can be served with dips like hummus, bean dip, or salad dressing; in salads; or veggie pockets in whole-wheat pita.

Healthy Grains (whole grains that are low in fats and sugars)

Serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains. (*Whole* wheat [or other whole grain] should be the first ingredient listed.) Healthy whole grain options can include: English muffins, pita, or tortillas; breakfast cereal; crackers; rice cakes; popcorn; tortilla chips; granola; cereal bars; breadsticks; or flatbreads. Refined grains, such as Pretzels and goldfish, should not be everyday offerings. Be sure to read nutrition labels to pick options that are low in sugars, saturated fat, and trans fat.

Low-Fat Dairy Foods

To protect children's bones and hearts, make sure all dairy foods are low-fat or fat-free, such as yogurt and low-fat pudding. Since cheese is the #2 source of heart-damaging saturated fat in children's diets, choose lower-fat cheeses, serve small portions, and serve cheese with other foods like fruit, vegetables, or whole grain crackers.

Nuts and Trail Mix

Since nuts are high in calories, it is best to serve small portions (a small handful) and serve them along with another snack, such as fruit.

Healthy Beverages

- **Water should be the main drink served to kids at snack times.**
Water satisfies thirst without adding calories or sugars (and it is low-cost!).
- **Seltzer or Sparkling Water**
Look for calorie-free varieties; flavored or unflavored.
- **Low-Fat and Fat-Free Milk**
- Milk is a terrific source of calcium and vitamin D, but it is also the #1 source of heart-damaging saturated fat in children's diets. Choose fat-free (skim) or low fat (1%) instead of whole or 2% (reduced-fat) milk. Soy and rice "milks" (fortified with calcium and vitamin D) also are healthy options.
- **Fruit Juice**
- Choose only 100% fruit juice, but limit juice to no more than 6 ounces (a little less than a cup) for 1-6 year olds and no more than 12 ounces (1½ cups) for 7-18 year olds.
Avoid juice drinks, which, nutritionally, are no better than soda pop. The label should list 100% juice and avoid drinks with sugar or high fructose corn syrup in the ingredient list.

Wellness Policy

Each learning community is also considered a wellness community. Please remember when participating in fundraising activities or helping with learning environment parties that under the Wellness Policy there are standards that must be followed relating to foods or treats being used.

Please contact Nutrition Services if you have questions related to our district wellness policy or any of our programs.

National School Breakfast and Lunch

After School Supper

After School Snack

Farm to School

Summer Feeding

Smart Snacks in School

Ala Carte and Catering Sales

Parent Involvement

Parent/Guardian Participation In Federal Programs

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to learner achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning. Teachers and parents/guardians can better understand and meet learner needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques, which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend learner performances and school meetings. (See requirements for volunteers.) Parents/guardians of children enrolled in Title I or school improvement programs shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children to derive benefits from these programs. The district shall invite all parents/guardians of eligible children to attend at least one public meeting each year in order to discuss Title I programs and parent involvement activities and solicit parents' input. Parents shall be informed of their right to consult in the planning, design, implementation and evaluation of Title I programs and parent involvement. The district shall assist parents in setting up a framework for networking among parents/guardians, teachers, and agency officials.

The Superintendent or Designee shall assure opportunities for parent/guardian involvement by which may include:

- Notifying each child's parent/guardian that the child has been selected to participate and giving reasons for the selection.
- Informing each child's parent/guardian of specific instructional objectives for the child.
- Reporting to each child's parent/guardian on the child's progress.
- Scheduling conferences between individual parents/guardians and teachers.
- Providing materials and suggestions whereby parents/guardians may help promote their children's education at home.
- Training parents/guardians to promote the education of their children at home.
- Providing timely information about Title I program plans and evaluations.
- Soliciting parental suggestions in the planning, development, and operation of the program.
- Consulting with parents/guardians about how the school can work with them to achieve the program's objectives.
- Providing timely responses to parent's/guardian's recommendations.
- Facilitating volunteer or paid participation by parents/guardians in school activities.
- Establishing parent/guardian advisory council

Permits and Learner Transfers

Intradistrict Open Enrollment (Board Policy (BP)/Administrative Regulations (AR) 5116.1)

Intradistrict permits (school to school within LUSD) are not online and are processed in person at the home or requested schools. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated. Intradistrict permits are appealed to the Executive Director of Human Resources.

Intradistrict permits authorize the transfer of learners from the LUSD school of residence to another LUSD school. Paper applications and procedures for intradistrict permits may be obtained at any LUSD school. These transfers are initiated by parent/guardian request.

Permits to transfer may be issued based on one or more of the following reasons:

- Child care
- Parent Employment
- Continuing Enrollment
- Senior Status
- Safety and Protection
- Specialized Program
- Siblings
- Exceptions

Intradistrict Permits will only be granted if the applicant's eligible and if administrators from both the school of residence and requested school approve the request and do not carry transportation privileges. Approved applicants must confirm their enrollment within 10 school days. For additional information, go to <http://www.gamutonline.net/district/lindsay/>.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

Interdistrict Attendance – BP/AR 5117; §46601 (Revised 7/1/2015)

The Board of Trustees recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district. The Superintendent's Office has administrative responsibility for and appeal processing of interdistrict permits requests (to or from another school district). Interdistrict permits authorize the transfer of learners between LUSD and other school districts. These permits may be issued to learners transferring into or out of LUSD. All interdistrict permits must be processed through the Superintendent's Office. School officials cannot grant, deny or revoke inter-district permits. An LUSD permit application must be obtained from the Superintendent's Office and submitted within the designated application period. Each application will be reviewed on its own merit.

The District will consider **outgoing** interdistrict permit requests for:

- Parent Employment
- Specialized Comprehensive Program
- Continuing Enrollment for High School Learners 10th – 12th Grade
- Sibling
- Exception

The District will consider **incoming** interdistrict permit requests for:

- Child care
- Parent Employment
- Continuing Enrollment
- Senior Status
- Specialized Programs
- Siblings
- Exception

For further information, Board Policy 5117 can be accessed at:

<http://www.gamutonline.net/district/lindsay/displayPolicy/930579/5> or contact the Superintendent's Office.

Physical Fitness Test

State law requires school districts to administer the Physical Fitness Test (PFT) annually to all learners in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM. The FITNESSGRAM is a set of tests designed to evaluate health related fitness and to assist learners in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures learner performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance and flexibility.

Learning Facilitators and administrators are responsible for preparing learners to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide learners appropriate practice as part of the regular physical education (P.E.) program throughout the year. Learners are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

For more information about the FITNESSGRAM, contact your child's learning facilitator.

Additional information is posted on the California Department of Education website:
<http://www.cde.ca.gov/ta/tg/pf/pftprogram.asp>.

Testing calendars may be found at the LUSD website:
<http://www.lindsay.k12.ca.us/filelibrary/LUSD%20Assessment%20Calendar%2015-16%20rev%2011.17.15.pdf>

Requirement for Volunteers

In accordance to the Education Code 35021 and the implementation of AB1612 and AB1610 all volunteers must:

- Complete and submit to school site officials the Volunteer Application Form.
- Provide a negative tuberculosis (TB) skin test at least once every four years. Skin tests must have negative results for TB. If test results are positive, volunteer must have a chest x-ray to confirm there is no active disease.
- Get a background check clearance through the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). This may include fingerprinting, at the volunteer's expense. Fingerprint clearance is required if there is a possibility of being alone with any learners.

For more information on how to become a volunteer with LUSD, contact the Human Resources Office at (559) 562-5111.

Restitution / Parent Liability

Civil Code 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$25,000.

California Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these learners would be withheld until the learner or the parent/guardian pays for the damages or returns the property.

It is the policy of the District to see restitution, including but not limited to, when a learner willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the learner is liable for such damages not to exceed \$25,000. The Business Office of the Lindsay Unified School District is responsible for pursuing restitution.

Upon receiving notification, the parent or guardian may return the property or pay the outstanding obligation. If the parent or guardian does not return the property or pay the outstanding debt, a small claims action will be filed by the Business Office against the parent or guardian. If the parent or guardian is unable to pay the judgment, he or she may request an owner-debtor hearing

School Accountability Report Card

A SARC or "School Accountability Report Card" is an annual report to parents of California's school children and is required by the State of California. The SARC provides parents with valuable information about the overall performance of the school their child attends. Demographics, learner testing data, teacher qualifications, textbook sufficiency, and school safety are among the many areas that are covered in this report. Updated annually, a SARC is available at each school site, the district office, and by accessing the district website: www.lindsay.k12.ca.us. (BP 0510)

School Based Medi-Cal Services

The following information about Medi-Cal is offered to parents of children with disabilities who are Medi-Cal eligible. As per the Individuals with Disabilities Education Act (IDEA) regulations, the District provides all required services as specified on a child's IEP at no cost to parents. However, LUSD can be reimbursed for the cost of those services from the federal government's Medicaid program which increases the ability to provide health related services for all LUSD students.

Services reimbursed by Medi-Cal currently include certain health services for all learners in the District as well as specific services for learners with disabilities. The health-related services for learners with disabilities include both assessment and the treatment(s) specified on a learner's Individual Education Program (IEP) including: audiology, counseling, nursing services, occupational therapy, physical therapy, speech therapy, and transportation related to these services. Medi-Cal regulations set the same high professional standards for school-based service providers as providers who work in hospitals, rehabilitation centers, and other settings.

Parents of learners who are Medi-Cal eligible authorize LUSD to submit claims for reimbursement by Medi-Cal for Medi-Cal funded services when a parent signs consent for a Special Education Assessment Plan or an IEP unless Parent(s) indicate in writing that they do not authorize LUSD to submit claims for reimbursement. The frequency of claims is aligned with assessment authorizations and/or the type and frequency of the Medi-Cal funded services a parent authorizes on the IEP. In seeking reimbursement, LUSD may need to release learner records, medical information and/or other information pertaining to a learner. School-based Medi-Cal Reimbursement does not affect the child's Medi-Cal benefits in other health care

settings. There is no cap on Medi-Cal for learners with disabilities in California. LSUD never bills a family's private insurance for the health appropriate public education (FAPE). Children qualify for Medi-Cal based on various factors including family income and disability. Parents interested in obtaining more information about Medi-Cal can call the Healthy Start Family Resource Center at (559) 562-8292.

School of Residence

Each person between the age of 6 and 18 years, not exempted is subject to compulsory full-time education. Each parent, guardian or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes for his/her residence area for the full time designated as the length of the school day (Education Code Section 48200). In a case involving divorced, legally separated or unmarried parents living apart, the learner may attend the school in the residence area of either parent. Dual enrollment is strictly prohibited and there may only be one residence of record [Government Code section 244(b)]. Schools have the right and obligation to verify residency. In situation where the parents/guardians are not able to provide documentation to verify residency at the time of enrollment, the affidavit to verify residency will be utilized. The parents/guardians will have 30 days from the date of enrollment to provide the residency documentation.

Homeless children may attend their school of origin or the school of residence. Under certain conditions, intra or inter-district transfers to schools other than the school of residence may be authorized. Parents should contact the Superintendent's Office at (559) 562-5111. A learner who does not live with his/her parent/guardian may attend school within the district if he/she is:

- A learner who is placed in a regularly established licensed children's institution or a licensed foster home, or a family home under the Welfare and Institutions Code. The responsible adult or caregiver shall provide evidence to the school of the placement
- An unaccompanied homeless youth
- A pupil for whom interdistrict attendance has been approved
- An emancipated minor whose residence is located within the boundaries of the school district
- A pupil residing in a state hospital located within the boundaries of the school district
- A pupil who lives with a caregiving adult unless the district determines that the pupil is not living in the caregiver's home

To locate schools for your home address, log in to <http://www.schoolworksgis.com/SL/Lindsay/schoollocator.html> or by contacting the Student Services Office at (559) 562-5111.

School Resource Officer

The school resource officer's (SRO) role on campus typically involves three parts: law enforcer, informal counselor, and educator. As a law enforcer, the SRO is focused on protecting the physical safety of the school or preventing the criminal conduct of persons other than learners, while reducing inappropriate learner referrals to law enforcement. Learner arrest, citations, ticketing, or court referral is used only as a last resort, and never to address instances of non-violent misbehavior that do not pose a serious and immediate threat to school safety. As a counselor and educator, he/she supports positive school climate

goals by developing positive relationships with learners and staff, and helps to promote a safe, inclusive, and positive learning environment.

School Site Council

As a requirement of the Single Plan for Student Achievement (SPSA) each school in the district has an active School Site Council (SSC). Members on the council include representative parents, teachers, other school personnel, and the principal. Members are elected by their peers to serve on the council. The council's function is to ensure that the school is continually engaged in identifying and implementing instructional practices which result in strengthening the academic program, and that all learners have access to the program. The council is responsible for monitoring the effectiveness, revising the school plan and modifying the SPSA budget. The SSC meets at least four times annually to conduct required SPSA business.

Sexual Health Education Course Compliance

All pupils in grades 7 and 9 will receive comprehensive sexual health education and HIV/AIDS prevention education from highly trained outside consultants or District personnel. There are two primary purposes for providing comprehensive sexual health and HIV/AIDS prevention education:

- To provide a learner with the knowledge and skills necessary to protect his/her sexual and reproductive health from unintended pregnancy and STDs;
- To encourage a pupil to develop healthy attitudes concerning adolescent growth and development; body image, gender roles, sexual orientation, dating, marriage, and family.

The law requires that HIV/AIDS prevention education is taught once in middle school and once in high school, and states that if comprehensive sexual health education is taught, the District must abide by all tenets of *Education Code (EC) 51933*. The District may not pick and choose topics.

“Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases (*EC 51931*)

“HIV/AIDS prevention education” means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS (*EC 51931*).

Abstinence shall be taught within the context of HIV/AIDS prevention education (*EC 51934 (3)*), however, ***abstinence-only education is not permitted in California public schools***. Written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.

Information regarding instruction and materials:

- Age appropriate
- All factual information presented shall be medically accurate and objective.
- Available on an equal basis to English learner pupils, consistent with the existing curriculum and alternative options for an English learner pupil
- Appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, and pupils with disabilities
- Accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- Encourage a pupil to communicate with his or her parents or guardians about human sexuality.
- Teach respect for marriage and committed relationships.
- Teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- Provide information about sexually transmitted diseases including how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
- Provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.
- Provide pupils with skills for making and implementing responsible decisions about sexuality.
- Provide pupils with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

Anonymous, voluntary and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupils' attitudes concerning or practices relating to sex may be administered to pupils in grades 7 and 9. Parents or guardians shall be notified in writing and given the opportunity to review such tests, questionnaires and surveys.

Parents/guardian may request in writing that his or her child not receive all or part of the above comprehensive sexual health education or HIV/AIDS prevention education. A pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the parent/guardian does not permit the pupil to receive the instruction. While the instruction is being delivered, an alternative educational activity shall be made available to those pupils whose parent/guardian have requested that they not receive the instruction.

Parents/guardians have a right to request a copy of Chapter 5.6 of the Education Code (commencing with Section 51930 et seq.) from their child's school. For more information contact the school Principal.

Sexual Harassment Policy

The Lindsay Unified School District is committed to maintaining a safe school environment that is free from harassment and discrimination. The District prohibits sexual harassment of learners or persons doing business with or for the District on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. The District also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Sexual harassment is defined by California Education Code Section 212.5 as any unwelcome sexual advances, requests 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, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance or of creating an intimidating, hostile, or offensive work or educational environment.
- 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 educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as listed above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or the Human Resources Office can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, learners, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Lindsay Unified School District.

Any learner or employee of the District who believes that she/her has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the Human Resources Office so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For more information or assistance with learner or parent/guardian concerns, contact the Student Services Office and for assistance with employee concerns, contact the Human Resources Office both at (559) 562-5111. Legal references, publication references, and website links can be located at <http://www.gamutonline.net/district/lindsay/>

Special Education and Child Find

Child Find and Referral

Whom do I contact if I have a concern?

First contact your child's teacher. Before school professionals can make a referral for assessment, they must show they have tried to work with the child by making changes and introducing special assistance into the child's general education program. The school must document their efforts by keeping a record of the changes and interventions implemented, the duration of the interventions and outcomes. If these strategies do not succeed in helping your child progress, the teacher will initiate the Student Study Team (SST) process.

If the problems persist over a period of time after interventions have been implemented, the Student Study Team may refer your child for an assessment.

We want to be sure that every child who has a disability receives the help he or she needs. We want to be sure that no child is overlooked.

If you know of a child who has one or more of the following disabilities (or you suspect a child has a disability) please let us know. We're here to help.

- Autism
- Blindness or vision impairment
- Deafness or hearing impairment
- Developmental Disability (Mental Retardation)
- Learning Disability
- Physical or Orthopedic Disability
- Speech/Language Facility

For more information, or to let us know about a child, please call the Child Find program at (559) 730-2910 ext. 5120 or your local school. The program is located in the Tulare County Office of Education at 2637 West Burrell Ave., Visalia.

Special Education: Complaint Response Unit (CRU)

The Office of Special Education provides information and training resources for parents of learners with disabilities related to the District's special education policies and procedures and the District's special education programs. The Director of Special Education encourages parents/guardians of children with disabilities to give the District an opportunity to provide lawful responses to parent complaints without the need for parents to resort to external complaint and due process mechanisms

For more information or assistance with learner or parent/guardian concerns, contact the Special Education Office at (559) 562-5111.

STARS Afterschool Program

Lindsay Unified School District offers a free after school program daily until 6:00 p.m. at each elementary school for learners in grades K-8. STARS is funded by the California Department of Education through the After School Education and Safety grant and by the U.S. Department of Education through the 21st Century Community Learning Centers grant. Program goals include increasing academic achievement and social-emotional learning for all learners by providing homework support, fun literacy and math activities, physical activity or brain breaks and enrichment opportunities inspired by learner interest. STARS offers a summer program for learners in grades K-8 for the first six weeks after the official school year ends.

Applications for both the after school and summer programs are available at your child's school office or the main District Office at 371 E. Hermosa St. For more information, contact the STARS Office at (559) 562-5111 or access the District website at <http://www.lindsay.k12.ca.us/departments/asp.html>.

State Funds for Advanced Placement Exams (§ 52244(c)(d))

(c) A school district may apply to the department for grant funding pursuant to this section, based on the number of economically disadvantaged pupils in the district enrolled in advanced placement courses who will take the next offered advanced placement examinations. A school district that applies to the department for this purpose shall designate school district staff to whom pupils may submit applications for grants and shall institute a plan to notify pupils of the availability of financial assistance pursuant to this section. Grants shall be expended only to pay the fees required of eligible economically disadvantaged high school pupils to take an advanced placement or International Baccalaureate examination, or both.

(d) An eligible economically disadvantaged high school pupil who is enrolled in an advanced placement or International Baccalaureate course, or both, may apply to the designated school district staff for a grant pursuant to this section. A pupil who receives a grant shall pay five dollars (\$5) of the examination fee.

Substance Abuse Counseling

Turning Point Youth Services works with Lindsay Unified School District in providing substance abuse counseling when needed. This service is provided through Lindsay Healthy Start. By law, substance abuse counseling may be provided to minors 12 years of age or older without informing the parents that such is being provided. However, if you do not want your child (minor, 12 yrs. of age or older) receiving substance abuse counseling on campus without your knowledge, your request should be put in writing and addressed to the school principal.

Suicide Prevention

Protecting the health and well-being of all learners is of utmost importance to Lindsay Unified School District. The school board has adopted a suicide prevention policy which will help to protect all learners through the following steps:

1. Learners will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. When a learner is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the learner and help connect them to appropriate local resources.
3. Learners will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline
1-800-273-8255 (TALK)
www.suicidepreventiononlifeline.org
 - The Trevor Lifeline – 1-866-488-7386
www.thetrevorproject.org
4. All learners will be expected to help create a school culture of respect and support in which learners feel comfortable seeking help for themselves or friends. Learners are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
5. Learners should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for learners in crisis.
6. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

Supplemental Educational Services

The purpose of state academic assessments and other indicators are to annually review the progress of each school to determine whether the school is making adequate yearly progress. Results are shared with all stakeholders to refine the instructional program to help all learners meet the challenging State student academic achievement standards and review the effectiveness of the District's actions and activities. A result includes the identification of any elementary school or secondary school that fails, for 2 consecutive years, to make adequate yearly progress. Learners of identified schools have the option of enrolling in a school not identified for program improvement and the opportunity to receive supplemental educational services in addition to instruction provided during the school day. A list of supplemental educational service providers are distributed at the beginning of each school year.

For more information, contact the school Principal or access the District website at
State Academic Assessment - <http://www.gamutonline.net/district/lindsay/DisplayPolicy/930746/6>
Supplemental Instruction - <http://www.gamutonline.net/district/lindsay/DisplayPolicy/930790/6>.
California Department of Education: <http://www.cde.ca.gov> and/or U.S. Department of Education:
<http://www.ed.gov>

Title IX and Learners

Federal law, Title IX, State law and District policy prohibit anyone from discriminating against any learner on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition). Male and female learners have the right to equal learning opportunities in their learning communities and must be treated the same in all activities and programs, including:

- Athletics
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Learners who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Human Resources Office, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Learners are encouraged whenever possible to try to resolve their complaints directly at the school site. Any learner who believes he/she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact the Student Services Office at (559) 562-5111

Transportation-School Buses

Mid-Valley Transportation provides bus services for Lindsay Unified School District. Pickup and drop-off times may change due to route adjustments, changes to school start/end times, and traffic or weather conditions. Please review and discuss the transportation guidelines and disciplinary actions with your child.

Eligibility

Learners are eligible for transportation service to and from school if the distance between their school-established bus stop and the school is beyond the minimum listed below:

- For elementary school students:
 - Grades K-3: one mile
 - Grades 4-8: one mile
- For students attending a four-year high school:
 - Grades 9-12: two miles

The Superintendent or designee may authorize transportation within the walking distance when safety problems or hazards exist.

Safety

Mid-Valley Transportation and the District desires that all learners being transported to and from school have a safe and positive experience. To assure the safety of their children, parents or an authorized person should be at the bus stop each day when their child is picked up and dropped off. Learners in preschool and in grades K-8 will receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors. In addition, safety and emergency instruction will be provided to all passengers prior to departure on a school activity trip.

Parents must immediately inform the school (and for learners with disabilities, the Special Education Office at (559) 562-5111) of changes of address or telephone numbers, and provide the name(s) of authorized adult receivers. Learners who have a home pick-up and delivery per their Individualized Education Program (IEP) must have a designated responsible adult present to receive them from the bus when returned from school.

Disciplinary Action for Unacceptable Behavior

State law requires pupils transported in a school bus to be under the authority of and to be responsible directly to the driver of the bus. The driver is held responsible for orderly conduct of the pupils while they are on the bus or being escorted across a street or roadway. Learners who ride school buses are expected to adhere to the same code of conduct and behavior expectations on the school bus as in school. Breaches of discipline will be reported by the driver, to the school, and to the parent. Behavior that endangers the safety of learners or others will result in immediate suspension of bus privileges

Parent/Learner Guideline

1. At the Bus Stop	2. When the Bus Arrives
<ul style="list-style-type: none"> • Parents of pre-kindergarten through grade 3 learners should walk with their learners to the bus stop prior to the first day riding the bus • Parents and learners should choose the safest route to the bus stop • Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. • Arrive at the waiting area for the bus stop ten (10) minutes before bus pickup. • Wait in a quiet and orderly manner. • Stay on your side of the roadway controlled by the bus warning lights. • Be aware, cautious, and respectful of traffic. • Wait in a designated loading zone or safe place, clear of traffic, and away from where the bus stops. • Respect private property. Do not stand or walk on private property. 	<ul style="list-style-type: none"> • Remain at the waiting area until the bus comes to a complete stop and door opens. • Check traffic from all directions, <u>then</u> check again. • Before walking from the wait area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped. • When safe to board, do so promptly. • When boarding be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus. • Students may not cross the street unless escorted by the driver under the protection of the red warning lights. • Upon entering the bus proceed directly to an available or assigned seat.
3. On the Bus	4. Exiting the Bus
<ul style="list-style-type: none"> • Follow instructions of bus personnel. • Be respectful of all people, including all bus personnel. • Use language appropriate for the school setting. • Keep the bus neat and clean • Do not eat or drink. • Talk quietly and politely. • Sit as assigned seat, if one has been assigned by bus or school site personnel. • Stay in seat; keep aisles and exits clear. • Carry-on items are limited to those that can be held in your lap. No hazardous materials, nuisance items, or animals are permitted on the bus. • Be respectful of the rights and safety of others. • Do not extend head, arms, or objects out of the bus windows. • Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed. 	<ul style="list-style-type: none"> • Remain seated until the bus comes to a complete stop. • Exit the bus and the bus stop area in an orderly manner. • Exit at your assigned bus stop. • Check traffic from all directions, <u>then</u> check again. • Before exiting the bus, be certain that all traffic in all directions has stopped. • When safe to exit, do so promptly. • Be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus. • Students may not cross the street unless escorted by the driver under the protection of the red warning lights. • Exercise safe pedestrian practices while on the way from the bus stop to your home.

Pedestrian Safety Guidelines

- Cross at crosswalks and keep to the right in crosswalks
- At intersections controlled by signal lights, cross only on the proper signal
- Make sure there are no oncoming cars before crossing
- Avoid crossing between parked cars
- Where there are no sidewalks and it is necessary to walk in the roadway, walk on the left side of the street, facing oncoming traffic

When the Bus Doesn't Show Up On Time

If you are reasonably sure that the delay is not due to weather conditions (such as fog), please allow at least 15 minutes before calling the Transportation office. There are many conditions that can delay the bus. A longer than scheduled loading stop or a discipline problem can cause a delay. If at the end of 15 minutes your bus still has not arrived you may wish to call Mid-Valley Transportation at 562-4519 or 730-7856.

Bus Communication

The transportation department is capable of communicating with each bus on its scheduled runs via a 2-way radio. If there is a problem such as a late bus or a learner riding on the wrong bus, the transportation department will be able to contact the bus and make the necessary arrangements.

Lost Items on Buses

If items are left on the bus, the learner may retrieve them the next school day from the bus driver or the learner may call or come to the transportation department to check if the items were turned into the office. The district is not responsible for lost or stolen items.

Foggy Day Procedures

(Foggy Day Information 730-7594 or TV Channel 18, 24 or 30)

In accordance with the Vehicle Code Section 34501.6, Lindsay Unified School District school buses shall not operate when atmospheric conditions reduce visibility to 200 feet or less. In determining a foggy day transportation schedule, the following procedure shall be used. Foggy day transportation scheduling will be implemented when visibility is less than 300 feet in two or more of Lindsay Unified School District's elementary school attendance areas. Media will announce foggy day transportation scheduling for the Lindsay Unified School District by indicating one of the plans listed below, using only the letter designation, such as Plan "A". Parents are urged to use caution in determining how conditions affect their learner's method of getting to and from school. If learners are transported to school by parents after the fog has lifted and are late to school they will not be penalized if an excuse is provided in writing or by telephone.

PLAN "A"

Ground fog exists in certain isolated areas throughout the Lindsay Unified School District.

Bus transportation and classes will start on **regular** schedules.

PLAN "B"

Bus transportation will be delayed by two (2) hours.

Classes will start on regular schedule.

Changes, if necessary, will be announced at approximately 8:30 A.M.

PLAN "C"

All morning bus routes will be canceled.

Classes will start on the regular schedule.

Buses will be dispatched on all "school-to-home" routes on the regular day schedule.

Inclement Weather Procedures

When the transportation department determines that visibility may be reduced to less than 200 feet, the trip will be canceled. While on the activity or athletic event, the driver is to continually monitor the weather conditions. When visibility becomes reduced, the driver shall communicate with the trip supervisor on the status or weather conditions. If the driver determines (after conferring with the transportation supervisor) an earlier return is required, the trip supervisor will be notified of the revised time.

If at any time while in route the visibility is reduced to 200 feet or less, the driver shall find the nearest available lighted area so as to pull the bus or vehicle off the roadway and away from traffic. Drivers shall not stop on the shoulder of any highway under these conditions except for an emergency.

Consequences for Violations Related to Transportation for all students include, but not limited to:

1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
<p>Parent conference required Appropriate Action required Student Conference Seat change on bus Bus or School Suspension commensurate with offense; Code of Conduct implemented as appropriate</p>	<p>Bus Suspension required (up to five days)</p>	<p>Bus Suspension required (six to ten days)</p>	<p>Bus Suspension required (remainder of the year)</p>
<p>Appropriate Action Required Additional Bus or School Suspension commensurate with offense; Implement Code of Conduct as Appropriate Decisions about the bus discipline will be a collaborative effort between transportation and school administration.</p>			

Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

Video Cameras and Audio Recording Devices

School buses are equipped with video cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver in managing student conduct on school buses, an important safety consideration that benefits all.

If you have any questions concerning bus transportation call the transportation department at 562-4519 Monday through Friday between 6:00 am to 5:00 pm.

Learner Use of Bicycles

Lindsay Unified School District recognizes that bicycle helmets lessen the seriousness of head injuries. It is expected that learners who ride bicycles to and from school will consistently wear bicycle helmets, observe safety laws and rules, and display courtesy toward other riders and pedestrians. Learners are also encouraged to use bicycle locks, as the district will not be responsible for bicycles that are lost, stolen, or damaged.

Uniform Complaint Procedures (UCP)

The Lindsay Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 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 program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education
- Agricultural Vocational Education
- Bilingual Education
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Compliance for graduation requirements for formal Juvenile Court learners
- Consolidated Categorical Aid
- Education of Pupils in Foster Care and Pupils who are Homeless
- Every Student Succeeds Act / No Child Left Behind
- Healthy Start and Related Programs
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Pupil Instruction: Course Periods without Educational Content
- Pupil Services: Lactation Accommodations
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Executive Director of Human Resources
Lindsay Unified Department of Human Resources
371 E. Hermosa St., Lindsay CA 93247
(559) 562-5111 Ext. 5121

A pupil fees complaint is filed with the Lindsay Unified School District and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our Lindsay Unified School District UCP compliant policies and procedures is available free of charge.

Visitors to School Campuses

Parents are always welcome to visit the school and observe in the classroom with volunteer clearance with the Human Resources Department. When coming on the school grounds you are to report to the main office and state your purpose for being at school. If you wish to visit a class, arrangements will be made. If it is inappropriate for a classroom visit at that time, a more suitable time will be arranged. The best practice is to call the school in advance to arrange for your visit. At times, school support staff may accompany parents during the observation. While you are observing in the classroom, the learning facilitator will continue to carry on the planned instructional activities. Do not bring young children and infants with you as it is a distraction to the teacher and learners. Parent participation and volunteerism is encouraged at all grade levels. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Sign in the visitors log and obtain a visitors badge upon arrival at the site
- Enter and leave the classroom as quietly as possible
- With Principal consent, converse with the learners, learning facilitator, and/or support staff during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the learning facilitator and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's badge to the point of origin before leaving the campus

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Williams/ Valenzuela Uniform Complaint Process

Williams/Valenzuela Uniform Complaint Process, Education Code Section 35186 provides important information to parents, guardians, learners, learning facilitators, and other stake holders regarding complaint rights for the following areas:

- Sufficient textbooks and instructional materials: This means each pupil, including English Learners, must have a textbook or instructional material, or both, to use in class and to take home.
- School Facilities: School facilities must be clean, safe, and maintained in good repair.
- Vacancies or Misalignments: 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.

Complaints may be filed using the Williams/Valenzuela Uniform Complaint Procedures Form. Complaints may be filed anonymously. To file a complaint regarding the above matters, forms can be obtained at either the school's main office, on the district webpage, or by calling the Human Resources Office at (559) 562-5111.

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- School site (main office, Principal)
- Faxed to the Human Resources Office at (559) 562-9023
- Or send by U.S. Mail to:
 - Lindsay Unified School District
 - Human Resources Office
 - 371 E. Hermosa St.
 - Lindsay, Ca. 93247

Questions regarding the Williams/Valenzuela UCP process can be directed to the Human Resources Office at 562-5111.