

# **PARENT/STUDENT HANDBOOK**

## **Mt. Shasta Union School District**

Mt. Shasta Union School District—[www.mtshastausd.com](http://www.mtshastausd.com)  
Mt. Shasta Elementary School—[www.mountshastaelementary.com](http://www.mountshastaelementary.com)  
Sisson School—[www.sissonschoool.org](http://www.sissonschoool.org)



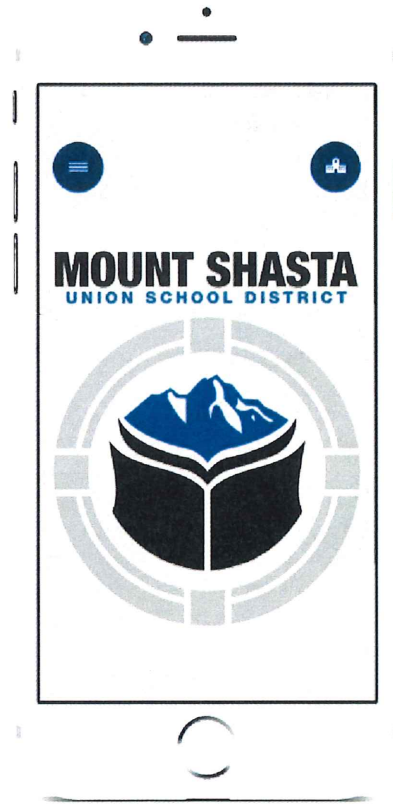
## **2023-2024**

Mt Shasta Elementary School, Grades TK-3  
Principal Richard Belzer  
501 Cedar Street  
Mount Shasta, CA 96067  
(530) 926-3434

Sisson School, Grades 4-8  
Principal Kale Riccomini  
601 East Alma Street  
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## PRINCIPAL'S MESSAGE

Dear Parents and Students,

Welcome to the 2023-2024 school year in Mt. Shasta Union School District. We have prepared this handbook to provide you with pertinent information, so please read it together and keep it in a convenient location for your reference. We hope it will answer many of your questions or direct you to sources that may have the information you need.

With each new school year comes changes, and this year is no different. Although we endeavor to keep both the Mt. Shasta Elementary and Sisson School sites as consistent as possible, they do address diverse populations of students at differing developmental stages. As a result, the expectations and procedures may vary between the two sites in order to meet the specific needs of our students. Please note that we provide information for each school separately when there are differences.

Mt. Shasta Union School District is proud of our community involvement and parent/community volunteers. We welcome and encourage parents and family members to work with us in providing a strong, individualized education for each child. There are many opportunities for parents and guardians to participate; such as volunteering in the classroom, chaperoning field trips and events, assisting at fund raising functions, etc.

We hold high expectations for our staff and students and we strongly promote a standards-based, enriching education for your child. We believe that learning should be an enjoyable experience that builds character and organizational skills, as well as a knowledge base that will remain with your child for life. We are partners in this process and look forward to working collaboratively to help all our students in reaching their full potential.

We have an exciting and rewarding year planned for your child, including content and activities that will challenge your child to reach new heights. Part of our endeavor requires follow-up at home by providing a quiet time and place for completing homework. Our goal is for your child to have a successful school year. Please assist your child by setting aside a specific time for homework and then adhering to the schedule. In this way, you are helping your child to develop positive homework habits.

If you have any questions or concerns, please call the District Office at 530-926-6007, Mt. Shasta Elementary School office at 530-926-3434 or the Sisson School office at 530-926-3846.

Thank you.

Yours in Education,

Tami Beall  
Superintendent, Mount Shasta Union School District

Mr. Richard Belzer  
Principal, Mount Shasta Elementary School

Mr. Kale Riccomini  
Principal, Sisson School

## OVERVIEW OF HANDBOOK

The handbook contains important information to ensure that students and parents have clarification of our expectations regarding school protocols and policies. Parents should read along carefully with their child(ren) to review the contents. Additionally, please take note of each of the following:

You are invited to be an active participant in your child's education. Two ways to give your support are by helping with homework completion and by volunteering in the classroom.

When visiting our schools, you will need to sign in at the office and pick up a visitor sticker. We look forward to working with you and your child this year.

## THE RULES SIMPLIFIED

The basic rules of the Mt. Shasta Union School District fall under three major headings:

- 1. BE SAFE**
- 2. BE RESPONSIBLE**
- 3. BE RESPECTFUL - VERBALLY AND PHYSICALLY**
- 4. MSE AND SISSON ENFORCE NO GUM CHEWING**

Along with the basic rules come rights and responsibilities for students, staff and parents.

### **STUDENTS**

All students have the right and responsibility to help maintain a positive learning environment. Students have a right to attend school in a safe and positive atmosphere. No student shall be harassed or threatened. Students have the responsibility to come to class with their materials and to be prepared to learn.

### **STAFF**

School staff members have the responsibility to provide a positive and safe learning environment. They have the right to expect students and parents to cooperate with them as they carry out their responsibilities in enforcing school rules and procedures. They have the responsibility to give to each child the best they have to offer and to expect the best that each student is capable of giving.

### **PARENTS**

Parents have the right to expect that their children will be provided with a safe and positive learning environment at school which will enable all students to do their very best. At the same time, parents should present a positive attitude toward the school, staff, students and families. They also have the responsibility of monitoring their children's progress and personal habits to insure that they are able to do their very best.

## SCHOOL-WIDE POLICY

End of the year field trips, parties, graduation activities, report cards, etc. may be withheld until all books/fines are cleared by the Friday prior to the end of school.

## SCHOOL DAY

### **MT. SHASTA ELEMENTARY SCHOOL**

The school day for students begins at 8:20 a.m. Should your child arrive between 7:00 a.m. and 8:00 a.m., they will go to the cafeteria where supervision is provided. Bus students are dismissed at 2:35 p.m. and the rest of the students are excused at 2:40 p.m.

### **TK and KINDERGARTEN**

School hours for kindergarten students are 8:20 a.m. to 2:35 p.m. Within this schedule we offer the traditional day option from 8:20 a.m. to 12:35 p.m. Changes in your child's schedule will be made only at trimester. Students may ride the bus if they live within the bus area. Students must live one mile or farther away from Mt. Shasta Elementary in order to be eligible to ride the bus.

### **SISSON SCHOOL**

The school day for students begins at 8:30 a.m. Students arriving prior to 8:25 a.m. should go to the cafeteria first. Depending upon the weather, students will be supervised either in the cafeteria or on the playground.

Some teachers will allow students in the classroom prior to the first bell. Those students must obtain a classroom pass from the cafeteria. They will need it to enter the classroom. If pass rules are not followed, pass privileges will be revoked.

School is dismissed daily at 2:45 p.m. Unless students are involved in an after school program, students should leave campus promptly, as supervision is not provided after school.



## DISTRICT MISSION

To provide a rigorous educational path, creating the opportunity for each and every student to belong and contribute to our school community, to celebrate their unique potential, and to achieve academic success.

## DISTRICT VISION

Belong. Believe. Become.

Our promise to our community is to inspire each and every student to succeed in school, career, and life.

## GUIDING PRINCIPLES

- We make decisions in the best interest of students.
- We provide a working environment that promotes and supports professional growth and excellence.
- We create and foster supportive relationships and shared responsibility among students, parents, educators, and the community.
- We value and celebrate diversity and treat all people with dignity and respect.
- We create a safe, respectful, nurturing environment where students learn and succeed.
- We build a positive and equitable school and district culture.
- We operate in a fiscally responsible manner.
- We celebrate and recognize success, creativity, and achievement through a variety of indicators.

## DISTRICT AIMS

AIM 1: Maximize student social, emotional and academic achievement.

AIM 2: Ensure physical and emotional safety district wide through secure, well-maintained facilities, and a positive school culture.

AIM 3: Strengthen short and long-term financial stability and effectiveness.

## POLICIES AND PROCEDURES

### **ABSENCES**

Regular attendance is extremely important for student academic success. In order to gain the maximum benefit from school, it is necessary that students attend each day. New concepts are introduced to students daily. If children are tardy or absent, they miss an opportunity to learn. If your child is absent, please have it prearranged to pick up the work so your child can keep up with assignments. Work requests need to be in by **10:00 a.m.** for work to be ready by the end of the school day.

If your child will be absent for an extended period, it is the parent's responsibility to notify the school in advance to request student work.

Revenue used to provide a quality education for your students can only be earned by students' physical attendance at school, called Positive Attendance. The state no longer accepts excused absences when calculating school funding. All absences take money away from the schools.

An excused or cleared absence will address truancy issues only. Consequently, you can see the importance student attendance has on the quality of our programs. Please plan your trips or vacations to coincide with the breaks in the school calendar. Short-term independent study should be used in the event your child will be absent for five or more consecutive days. Please note, short-term independent study takes time to plan for and requires at least two weeks advance notice.

In order for schools to be accountable for the mandatory attendance law, students who have been absent from school are still required to bring a note from their parents/guardians indicating the date(s) and reason(s) for their absence, or the parent/guardian may choose to phone the school. For excused absences, see CA Ed Code 48205 on page 65. All other absences will be considered unexcused. Students with habitual unexcused absences or tardies will be referred to the Siskiyou County School Attendance Review Board (SARB). Continued truancy could result in referral to the SARB panel. Truancy letter will be mailed to parents/guardians of students who have three unexcused absences, excessive excused absences without a doctor's verification, or three truant tardies (30 minutes or more late to school). The notification calls attention to the attendance issues and marks the beginning of the SARB process. Attendance and punctuality at school are imperative for optimal student learning and to prepare for the work world.

### **TARDIES**

#### **SISSON ONLY**

Students are expected to be at school by 8:25 a.m. If students are not in their classrooms by 8:30 a.m. they will be considered tardy. Every 3 unexcused tardies will result in a detention. If a student has more than 3 tardies in a quarter, they will be ineligible for perfect attendance.

#### **BOTH SCHOOLS**

When students are late to school, they must report to the office. Attendance and lunch count are taken during the first five minutes of school. Habitual tardiness causes students to lose valuable learning time and tends to disrupt an entire class, thus affecting more students. Every attempt should be made to have students to school on time. Thank you for helping us in our efforts to provide the best education possible by ensuring that your child is in school and on time each day.

#### **LEAVING CAMPUS**

The Board of Trustees has adopted a Closed Campus Policy, in line with other elementary districts in California. Students will remain on campus for the lunch hour, unless a parent picks them up.

At Sisson, students wishing to leave campus during lunch may do so within the first 5 minutes and under one of the following conditions:

- a. They are signed-out and picked-up by a parent or guardian.
- b. They live within close proximity to the school and have written permission on file to go *home* for lunch.
- c. Friends will not be permitted to walk to another student's home for lunch, regardless of written parent permission.

If you need to pick your child up early, please sign him/her out in the office, if returning the same day, the student is required to sign in. A note to the teacher, in advance, is also helpful.

Students in violation of this policy are subject to suspension. Any exception to this rule must have the written approval of the office.

## **TRANSFERS**

If you plan to move, please let the office know in advance. This will make your child's transition into a new school much smoother. Advance notice gives the office and your child's teacher time to prepare reports that will be used by the new school. Before withdrawing your child from Mt. Shasta Union School District, please return all library books, check the lost and found for any items missing, pay for any outstanding lunch bills, and return all classroom textbooks. If library books or textbooks become damaged or lost, it is your responsibility to reimburse the school district.



## **VISITORS TO THE CAMPUS**

**All visitors and volunteers** to the campus **must**, upon arrival, report to the office to sign in. Visitors, at all times, **must pick up a sticker in the office** so that they may be identified by the students and staff. Parents/guardians and community volunteers are always welcome and encouraged to visit the school. All other persons, including students from other schools, are not allowed on campus without specific permission from the office. Students visiting from other schools may not attend classes with friends.

## **CURRICULUM**

The California State Frameworks are used as a basis for our curriculum, and Common Core State Standards have been adopted as district guidelines. Summaries of grade level standards are available on the California Department of Education website at [www.cde.ca.gov](http://www.cde.ca.gov). Standards reflect expected performance criteria for each grade level.

Correlation and integration of all curricular areas takes place throughout the school day. Students have access to computers in both the classroom and library.

All students are provided with needed textbooks free of charge. Parents are expected to pay for lost or damaged books.

## **PERSONAL BELONGINGS**

The school is not responsible for the personal belongings of students and we recommend that items of value not be brought to school.

Bicycles, skateboards, scooters, or roller blades are not to be ridden on campus. If you ride these items to school, they must be walked on campus and must be locked to the bike racks with your own lock or kept in your locker.

**NO VISIBLE ELECTRONIC DEVICES** are allowed on school premises between 8:25 a.m. and 2:45 p.m. Cell phones, iPod, digital photo devices of any kind, including cell phones with such devices, etc., are not allowed at school or on the bus by students. First offense, the device will be confiscated and your child



may pick it up after school. Further offenses will result in confiscation and must be picked up by a parent/guardian. The school is not responsible for lost, damaged, or stolen property.

### BUS SERVICE

**Riding a school bus is a privilege!** The School District provides service to all elementary school students who live one mile or more away from school.

Students are the direct responsibility of the bus driver. **Disorderly conduct or refusal to cooperate shall be sufficient reason for refusing transportation to any student,** which includes loss of riding on field trips. Parents will be informed of behavior problems on the bus and subsequent suspension of privileges. Anyone who rides the school bus to any activity, such as field trips or sports events, must return to school on the bus unless parents make special arrangements. Any special arrangements must be made in writing directly between the parent and the teacher or coach in charge.

### TRAFFIC AND PARKING PROCEDURES

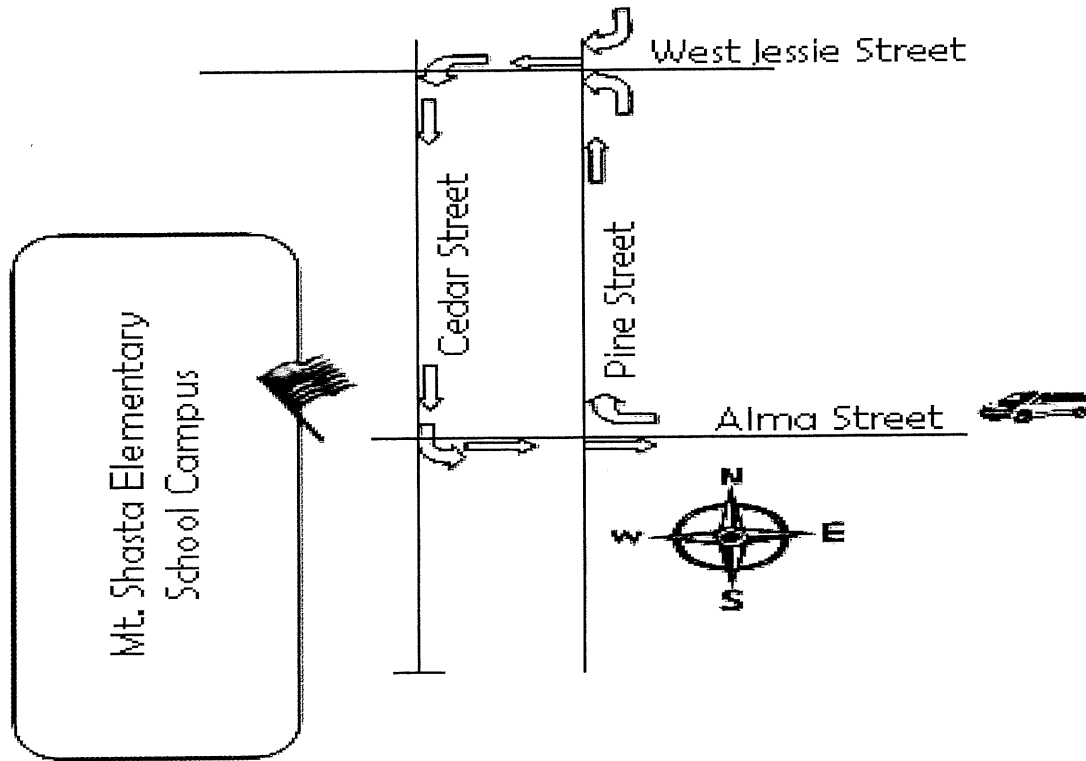
#### **MT. SHASTA ELEMENTARY SCHOOL (MSES)**

For your child's safety, we ask that you drop off or pick up your child on the **school side** of the street.

If you are traveling north on Pine Street, turn left onto West Jessie. If you are traveling south on Pine Street, turn right onto West Jessie. (West Jessie is one block north of the stop sign at the intersection of Pine and Alma Streets.) Next, turn left onto Cedar Street. You will now be on the school side of the street. Please do not expect your child to run across the street to you. This is dangerous because of the heavy amount of traffic at these times.

If you park across the street, **PLEASE USE THE YELLOW CROSSWALK.** And please, do not walk between the buses.

**Do not make a U-turn in front of the school.** Do not park in the red or handicapped zones. These are traffic violations, and the Mount Shasta Police Department does issue traffic tickets if such violations occur.

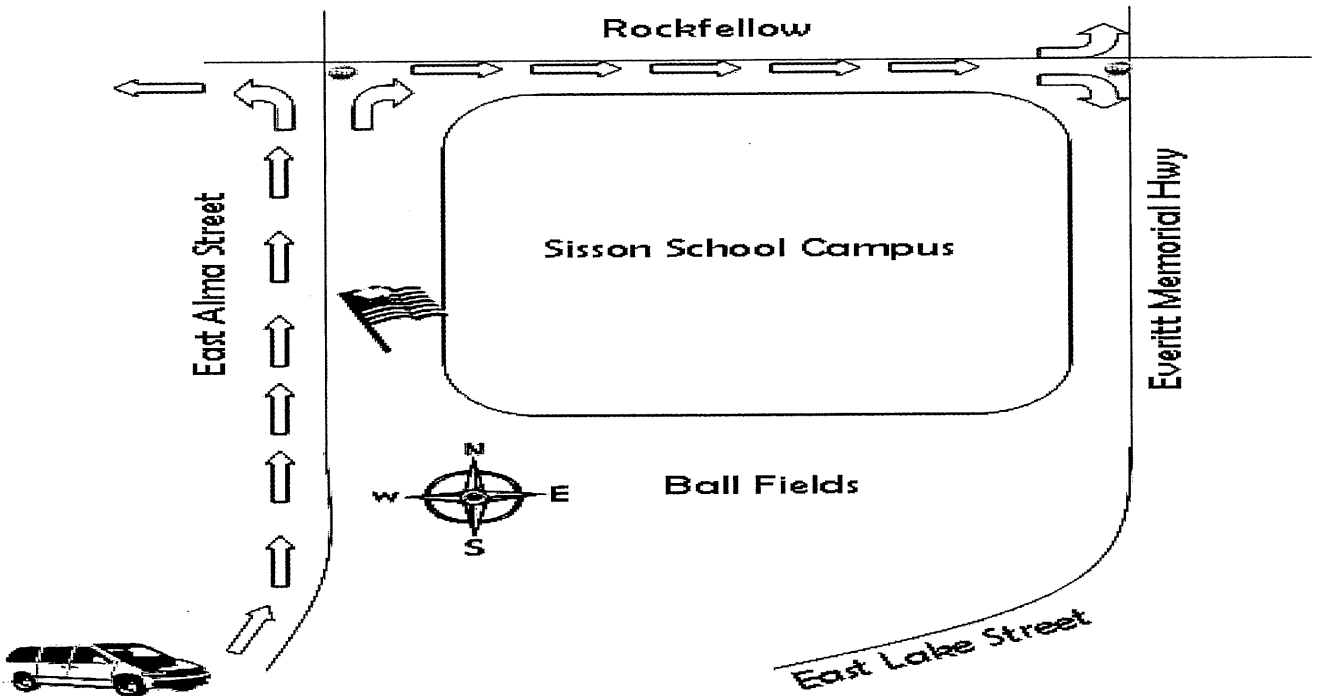


## TRAFFIC AND PARKING PROCEDURES

### SISSON SCHOOL

Our main concern is the safety of all our children as we ask you to use the following protocol when driving your child(ren) to school. Please drive safely, responsibly, and respectfully.

1. Please help keep our students safe by using the student drop-off areas at the curbside on Alma Street and on Rockfellow Drive. **Please do not make a U-turn at either location.**
2. The "Bus Loading Zone" is restricted to buses only before school and before and after dismissal. **There is no passenger loading or unloading in either the bus area or in the "Staff Entrance Only" parking lot due to students crossing these areas to enter the school.**
3. Students should use crosswalks and never walk in-between the buses.
4. Parents are asked to form a line on East Alma Street. As children are picked up and cars pull away from the curb, pull forward as space permits. This allows for a smooth flow of traffic and a safe environment for your children to enter or exit the school. **Please, no U-turns.**



## LOST AND FOUND

The barrels for lost clothing and other items are located in the halls at each site. Please check the barrels if your child has lost or misplaced something. Unclaimed items are donated over winter break, spring break, and at the end of the school year. **The best insurance for return of lost articles is to mark them clearly with your child's name.**

## TELEPHONE USAGE

### SISSON

Students may use the office phone in case of illness or school business only. **Students may not use cell phones on the school premises.**

## LOCKERS

### **SISSON**

Lockers are the property of the school district and the school retains the right to search, revoke, or limit the use of the lockers. Students with hallway lockers are encouraged not to share their combinations or switch lockers with other students.

## HOMEWORK POLICY

The Board of Trustees has established a homework policy, which recognizes the importance of regular homework. The suggested time for **kindergarten through third grade** students is 15 to 30 minutes a night, which includes daily reading. Teachers explain their homework procedures and expectations at Back to School Night in September and often through weekly communications to parents.

At Sisson, time spent will vary according to the ability and study habits of the learner. **4th Grade** - 15 to 30 minutes per day; **5th Grade** - 30 to 45 minutes per day; **6th Grade** – 45 minutes to 1 hour per day; **7th Grade** - 1 to 1 1/2 hours per day; **8th Grade** - 1 1/2 to 2 hours per day.

**In the event that your child is ill or has a planned absence, please call the school office before 10:00 a.m. to arrange for their homework.**

## GRADING

### **MT. SHASTA ELEMENTARY SCHOOL**

Student reporting periods take place three times a year. Parent conferences are held in November and March. Report cards are provided each trimester in grades 1 through 3. Kindergarten teachers provide a narrative the first trimester and regular report cards in the second and third trimesters.

### **SISSON SCHOOL**

Grading periods, with report cards, occur four times a year at regular intervals. At the end of the first grading period, parent conferences are held. Progress reports will be sent home to the parents of students achieving a D or an F, and intervention may be recommended to help the student succeed.

## PROMOTION / RETENTION

Parents, teachers, our community, and the California Department of Education have stressed the need for minimum standards at all grade levels. From experience, we know that students will actually do better in school if expectations and standards are clearly established. The district requires students to maintain passing grades in all subjects, satisfactory behavior, and good attendance.

Students must meet grade requirements and standards in order to be promoted. Parent conferences are encouraged to ensure student success. Parents who have concerns about their child's achievement should contact the teacher in a timely manner.

Remediation or an intervention plan is an integral part of improving achievement. The school will take responsibility to recommend ways to help students succeed. Specific academic courses in the deficient subject(s) may be recommended. If needed, we will consider before/after school homework rooms or tutors to assist students.

Only students who have met promotion requirements by the end of the school year will be eligible to participate in promotion exercises/graduation. Habitual infractions of school rules may make the student ineligible to participate.

## DISCIPLINE - BEHAVIOR PHILOSOPHY

At Mount Shasta Union School District, we understand that our students will occasionally make poor choices. We see this as an *opportunity* for growth and guidance. Our behavior philosophy is built on this concept and our responses are geared toward learning rather than punitive dissuasion.

We believe that all individuals are accountable for their actions and we work to empower a sense of moral obligation in our students. We hope to guide students to make positive choices first and uphold a high standard of kindness and respect. Our staff will work to meet the needs of every student, addressing issues early to minimize subsequent acting-out behaviors.

We expect every member of the Mount Shasta Union School District community to behave in a way that fosters respect of self and others, building a safe learning environment for all.

### **SCHOOL RESPONSE**

In the event that a student makes a poor choice, the following progression will occur:

- Conversation with staff member
- Positive re-direction
- Natural consequences will occur

If a child does not respond to our pro-active approach to behavior guidance, the following will occur:

- Parent phone call
- Administrative involvement - consequences will be appropriate to behavior and age
- Documentation of student's behavior and staff response

### **CHRONIC BEHAVIOR ISSUES**

If a student is not responding to the Mount Shasta Union School District behavior system and responses, a Student Study Team (SST) meeting may be held. During the SST process, a student behavior plan may be set and the appropriateness of placement in the Mount Shasta Union School District may be discussed.

### **SUSPENSION FROM SCHOOL**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. (Education Code 48925)

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

### **NOTICE OF REGULATIONS**

At the beginning of each school year, the principal shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion through the Student Handbook. (Education Code 48900.1, 48980)

### **GROUND FORS FOR SUSPENSION AND EXPULSION**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q).
18. Engaged in an act of bullying. Education code 48900 (r)
19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910) As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the class suspension. A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" listed above.
5. Possession of an explosive as defined in 18 USC 921.

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A complete copy of the discipline and suspension and expulsion board policies and administrative regulations are available at the school office and district office.

## Multiple Tiered System of Support (MTSS) Behavior Pyramid - Tier 1

Tier 1: All students have access to and receive universal, guaranteed, and viable behavior expectations				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
School-wide behavior expectations taught by the teacher	Teacher establishes routines and procedures during the first six weeks of school, after vacations, and periodically during the year	Teacher informs family of concerns prior to office referral, if appropriate	Positive reinforcement	Observation by teacher
Be safe, responsible, respectful			Modeling	Data collection by teacher
Counselor-Led Second Step (MSE)			Proximity	Behavior notices in Aeries
Responsibility sheets		Parent contact		
Positive Behavior Interventions and Supports (PBIS)		School-aligned classroom plan with frequent rewards for positive behavior	Teacher nurtures positive relationship with family	Planned ignoring
Discipline approach that focuses on personal growth and reparation rather than punishment	Good notes home			
	Use of agenda			
	Social skills lessons			
	Character Ed			
	Role playing			
Mega Skills				
			Follow restorative practices	

## Multiple Tiered System of Support (MTSS) Behavior Pyramid - Tier 2

Tier 2: Targeted, specific prevention or remedial interventions for students whose behavior performance lags behind the norms of their grade level				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Formal behavior plans designed by teacher	Small group instruction	Teacher documents parent contact	Gather student history	Data collection for an appropriate amount of time
Possible SST referral	Counselor-led small groups		Identify one or two target behaviors	
The refocus process			Home reward system tied to school system	
		Weekly contact		

## Multiple Tiered System of Support (MTSS) Behavior Pyramid - Tier 3

Tier 3: Intensive, individualized, or small group interventions for students who have insufficient response to evidence-based interventions in Tiers 1 and 2				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
SST-driven process	Small group or individual sessions with counselor	Home reward system tied to the school system	1-1 reflection after exhibiting poor behavior	Data collection for an appropriate amount of time
Counseling	Ability to complete work in Bridges	Daily or weekly contact	Consult with RST, principal, psychologist	
Bridges			Social stories	

## Multiple Tiered System of Support (MTSS) Behavior Pyramid - Tier 4

Tier 4: Specialized intervention for students who have not responded to evidence-based interventions in Tiers 1, 2, and 3				
<u>Program</u>	<u>Environment</u>	<u>Parent Involvement</u>	<u>Strategies</u>	<u>Monitoring</u>
Formalized Behavior Plan	Small group or 1-1 with RST and/or counselor	Home reward system tied to school system	1-1 re-teaching	Determined by the behavior plan goal
			Sensory integration	
Bridges	Ability to complete work in Bridges	Daily contact	Shortened day with parent permission	
Charlie's Place				
	Possible referral to Charlie's Place			

## Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 1

Tier 1: All students have access to and receive universal, guaranteed, and viable academic expectations				
<u>Program</u>	<u>Environment</u>	<u>Parent Involvement</u>	<u>Strategies</u>	<u>Monitoring</u>
State-adopted and standards-based materials used with fidelity	Self-contained classes	Ongoing home/school communication	PLC collaboration/team effort	Continuous monitoring and adjustment
	Departmentalized classes			
Technology/ library/ book room	School-wide positive behavior plans	Volunteers	Research-based instruction i.e. hands-on, manipulatives, art, movement, etc.	Initial/universal screening
		Back-to-School Night & Open House		
Accelerated Reader	K-3 Second Step and Peaceful Playground	Newsletters	Differentiated instruction	Quarterly/trimester benchmark assessment
Strong music, P.E., science, and social studies programs	Whole/small group	School/teacher websites	Promote on-task behavior	Trimester K-3 RESULTS
	Positive classroom atmosphere		Flexible grouping	Report cards/progress reports
Tech-based or otherwise individualized math applications for review and extension	Active student learning Post common/visual learning cues		4-8 after-school tutoring	Diagnostic assessments
			4-8 study skills	
			4-8 computer instruction	
			Field trips and guest speakers	
			Extension and enrichment-based strategies to challenge as opposed to acceleration-based strategies	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	



## Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 2

Tier 2: Targeted, specific interventions for students whose academic performance lags behind or exceeds the norms of their grade level				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Book room	Task completion	Frequent grade checks	Teacher collaboration	Curriculum-based
Leveled readers and online resources	Flexible grouping	Daily/weekly reports	Extended learning - zero period and before/after school	Open-book/untimed
Study skills	Behavior management tools	Additional parent conference or SST		Diagnostic - prescriptive
Math Camp				Accurately identify, monitor, and prioritize Tier 2 students
Tech-based individualized math applications			Modified assignments (E.g. more time, less workload)	Clear path to triggering and documenting SSTs for Tier 2 students
Heart students, especially at Sisson			1-1 or small group (i.e. teachers work with Tier 2 while aides take Tier 1)	
Small group curriculum-based review and reteach			Physical proximity	
Access to grade level curriculum with fidelity			Teacher collaboration around Tier 2 strategies	
			Build relationships	
			Help for students after school and at breaks	
			Examples: Backfilling and frontloading; Daily spiral review; Balanced combination of conceptual and procedural knowledge	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	

## Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 3

Tier 3: Intensive, individualized, or small group interventions for students who have insufficient response to evidence-based interventions in Tiers 1 and 2. Student may receive either Title I or special education RtI2 services based on the recommendation of the SST				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
SST-driven process - Title I or special education RtI2	MSE Reading Center	Annual Title I meeting	Teacher collaboration	Daily observation
	Sisson Reading Center	Parent conferences	Pull-out with 1-1 or small group support	Benchmark assessments
	Instructional plan	Informal and formal communication		
Bridges	Pull-out	Progress reports	MSE - Reading Recovery Model (Tyner), Read Naturally, Zoo Phonics and/or other research-based programs	
Zero period in Reading Center	Intervention time does not mean missing especially fun activities, core instruction, or work time that will have to be made up			
GATE	Ability to complete work in Bridges			
	Title I math	Book bags	Sisson - Differentiated Teaching Models (Tyner)	
			Examples: Backfilling and frontloading grade level concepts. 5-10 minutes daily spiral review Distributed practice emphasized over mass practice Conceptual knowledge, not only procedural	
			Teaching students how to obtain help from classroom teachers.	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	

## Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 4

Tier 4: Specialized intervention for students who have not responded to evidence-based interventions in Tiers 1, 2, and 3				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
IEP-driven with special education resource specialist	Regular classroom or resource room	Annual IEP	Teacher collaboration	Observation
		Parent Conferences	Pull-out 1-1 or 1-2	Criterion-referenced tools
GATE		Progress Reports	Individualized instruction	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	Standardized tools

## Multiple Tiered System of Support (MTSS) Social Emotional Pyramid - Tier 1

Tier 1: All students have access to and receive universal, guaranteed, and viable behavior expectations				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Second Step (MSE)	Teachers and aides provide support for minor issues	Teacher informs family of concerns if appropriate	Positive reinforcement	Observation by teacher
Adverse Childhood Experiences (ACEs) Scores			Staff members consider ACEs based upon known incidents	Teacher nurtures positive relationship with family
	Parent contact			
Postive Behavior Interventions and Supports (PBIS)			Planned ignoring	Anecdotal records by teacher
Social emotional learning for all students			Notes/calls home for good behavior	
Discipline approach that focuses on personal growth and reparation rather than punishment			Social skills lessons	
			Role playing	
Counselor-led talks about kindness, sportsmanship, etc			Follow restorative practices	
			Staff training on the risks of ACEs and how they may affect classroom behavior	
			Leverage natural consequences	

## Multiple Tiered System of Support (MTSS) Social Emotional Pyramid - Tier 2

Tier 2: Targeted, specific prevention or remedial interventions for students whose behavior performance lags behind the norms of their grade level				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Possible SST Referral	Small group instruction	Teacher documents family contact	Gather student history	Data collection for an appropriate amount of time
Encourage peer support and modeling	Playgrounds		Weekly contact	
The refocus process		Counselor meets w/ families and teachers	Consult with counselor, principal, or school psychologist	
Heart students, especially at Sisson		Counselor contacts families about truancy		
Counselor-led snack/lunch groups				
Healthy play focus led by counselor to facilitate relationships				

## Multiple Tiered System of Support (MTSS) Social Emotional Pyramid - Tier 3

Tier 3: Intensive, individualized, or small group interventions for students who have insufficient response to evidence-based interventions in Tiers 1 and 2				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Counseling	Small group or individual sessions with counselor	Counselor regularly communicates with family	Regular meetings with counselor	Data collection for an appropriate amount of time
Bridges			Consult with counselor, principal, and school psychologist	
Mentor Program and Girls Circle/Boys Council	Ability to complete work in Bridges		Social Stories	

## Multiple Tiered System of Support (MTSS) Social Emotional Pyramid - Tier 4

Tier 4: Specialized intervention for students who have not responded to evidence-based interventions in Tiers 1, 2, and 3				
<b>Program</b>	<b>Environment</b>	<b>Parent Involvement</b>	<b>Strategies</b>	<b>Monitoring</b>
Counseling	Individual sessions with Behavioral Health counselor	Agree to participate with behavioral health	Regular meetings with behavioral health counselor	Determined by treatment team
Bridges		Counselors regularly communicate with family		
Behavioral Health	Ability to complete work in Bridges		Continued consultation among treatment team members	

## PLAYGROUND RULES & SAFETY

### **MSE & SISSON**

1. Make sure to wear appropriate footwear. (See dress code)
2. Roughness, bad language, pushing and shoving are not allowed and will result in exclusion from the game and possible disciplinary action.

## EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

### **STUDENT COUNCIL, YEARBOOK, DANCES**

#### **SISSON**

The extracurricular and co-curricular program at Sisson is provided to help build the body as well as the mind. It is considered a privilege to participate in school activities. To maintain the high standards of Sisson School, the following guidelines will be used to determine eligibility.

1. Students must maintain regular attendance. On the day of an extracurricular event, students must attend at least 4 hours of school in order to participate in any extracurricular activity (dances, etc.)
2. Academic Eligibility Requirements for Student Council and Yearbook:
  - a. Students must have a minimum overall 3.0 grade point average (GPA, 2.0 GPA Yearbook) and have no failing grades (F).
  - b. Students must meet eligibility requirements in the quarter grading period prior to the activity. In addition, if a student receives a failing grade or below a 3.0 GPA (2.0 GPA Yearbook) on a report card during the activity, they will become ineligible.
  - c. At the time of sign up for activities a list will be given to the advisor to indicate ineligible students.
3. Discipline Standards
  - a. Ongoing or major behavior incidents can result in suspension from an activity at the discretion of the advisor or the principal.



## SISSON INTERSCHOLASTIC ATHLETICS

Sisson School participates in the Siskiyou County Athletic League and follows league schedules and bylaws.

### SCHEDULES & GENERAL DESCRIPTIONS

#### FALL SPORTS:

##### **Cross Country Running**

This sport is open to all eligible 5<sup>th</sup> through 8<sup>th</sup> grade students.

Recommended skills for students who are interested:

*Physical fitness and a willingness and ability to work hard and learn*

##### **Coed Volleyball**

Sisson fields an "A" and "B" team. This sport is open to all eligible 7<sup>th</sup> and 8<sup>th</sup> grade students unless additional students are needed to complete teams. In that case, lower grade students are invited to try out. Eligible upper grade students will not lose a roster spot to a lower grade student.

Recommended skills for students who are interested:

*Physical fitness and a willingness and ability to work hard and learn*

*Concept of team versus self*

*Ability to serve the ball over the net*

*Bumping with control*

*General understanding of volleyball rules and procedures*

#### FALL & WINTER SPORTS:

##### **Coed Cheerleading/Mascots**

Sisson fields one team which includes cheerleaders and mascots. This team is open to all eligible 7<sup>th</sup> and 8<sup>th</sup> grade students, unless additional students are needed to complete teams. In that case, lower grade students are invited to try out. Eligible upper grade students will not lose a roster spot to a lower grade student.

Recommended skills for students who are interested:

*Physical fitness and a willingness and ability to work hard and learn*

*Concept of team versus self*

*Flexibility, kicking and jumping*

##### **Girls' and Boys' Basketball**

Sisson fields 7<sup>th</sup> and 8<sup>th</sup> grade teams. This sport is open to all eligible 7<sup>th</sup> and 8<sup>th</sup> grade students unless additional students are needed to complete teams. In that case, lower grade students may be invited to try out. Eligible upper grade students will not lose a roster spot to a lower grade student. At the discretion of the coach, students may be allowed to practice with the team.

Recommended skills for students who are interested:

*Physical fitness and a willingness and ability to work hard and learn*

*Concept of team versus self*

*General understanding of basketball rules and procedures*

*Basic understanding of offense and defense*

*Passing, dribbling and shooting*

#### SPRING SPORTS:

##### **Track and Field**

This sport is open to all eligible 5<sup>th</sup> through 8<sup>th</sup> grade students. Track and field includes long distance running, sprinting, relays, hurdles, long jump, triple jump, high jump, shot put and discus.

Recommended skills for students who are interested:

*Physical fitness and a willingness and ability to work hard and learn*

*Concept of team versus self*

*Physical endurance*

*Jumping and/or throwing skills*

## **ELIGIBILITY / PARTICIPATION**

Students must have a minimum overall 2.0 GPA and have no failing grades at the quarter grading period prior to the sport. In addition, students must maintain eligible grades during the sport. Failure to do so may result in suspension from the team.

If there are a large number of students who show interest in a particular sport, selections are made based on ability, eligibility, willingness to be coached, and commitment to the team.

## **ATTENDANCE REQUIREMENT**

On the day of an extracurricular event, students must attend at least 4 hours of school in order to participate. The exception is if the absence is due to a medical appointment or family commitment which has prior administrative approval.

## **COST**

Uniforms are checked out to students at the start of each season. They are to be cared for by students and returned to the school at the end of the season. There is no cost for use of school athletic uniforms unless they are lost or destroyed. Cheerleading incurs additional expenses associated with personal uniform components, and fundraising is required specific to those costs. Spectators are charged an entry fee of \$3 for adults and \$2 for students /seniors at basketball and volleyball games. Tournaments also require admission, and costs vary.

## **TRANSPORTATION**

Transportation is generally provided by parent volunteer drivers. If you are able and willing to drive, you can complete a parent driver packet and return it to the Athletic Director or the Sisson Office. All eligible drivers must show proof of current license, registration and evidence of a minimum of \$100,000/300,000 bodily injury and \$50,000 property damage per occurrence or \$300,000 combined single limit insurance coverage. Arrangements for transportation will be organized prior to away athletic events.

Parent support for transportation is a major contribution by parents which enables the continued success of Sisson athletics. Thank you to those who help.

## **DISCIPLINE**

Athletes are expected to have good behavior. This is particularly important as teams travel and represent the school at various destinations. Also, athletic events do not always have the same level of supervision as provided at school. Athletes are expected to have self-discipline. Ongoing or major behavior incidents can result in suspension from an athletic team at the discretion of coaches, the athletic director, or the principal. Six referrals results in suspension from the athletic team for two weeks.

## **SPECTATORS CODE OF ETHICS**

- Avoid actions that offend visiting teams or individual players.
- Show appreciation of good play by both teams.
- Accept the judgment of coaches and officials.
- Spectators will be expected to stay in the seating area when the event is in progress.
- No food or drink in the Sisson Gym at any time.
- Once a student leaves a school event, they may not return.
- Failure to abide by school policies will result in being asked to leave (parents will be contacted to come and pick up Sisson students) and the possibility of being banned from future events.

## CHEATING AND PLAGIARISM

Students are expected to maintain appropriate behavior and exercise good citizenship. Consequences for cheating, copying another student's work, or plagiarism of printed materials are at the teacher's discretion. If it is determined that the cheating was consensual, the other student may receive consequences as well.

## SNOW POLICY

Snow needs to remain on the ground. Kicking or throwing snow is unacceptable for the safety of others. Disciplinary actions may be taken if the policy is not followed. Students may participate in planned, supervised snow activities only under the direction of a staff member.

## DRESS STANDARDS

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. Listed below are basic guidelines to help students dress appropriately for their work setting, which is school. Students' dress shall not be disruptive to the educational process. Students will not attend class until appropriately attired.

- It's always best to send your child to school with closed toe shoes with socks. If students are not wearing closed toe shoes it is possible they might not be able to participate in a physical activity that would require them to do so.
- Clothing, jewelry, and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, or which promotes the use of alcohol, drugs, tobacco or other illegal activity or which advocate racial, ethnic or religious prejudice.
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
- Shorts must have a minimum three (3) inch inseam.
- Skirts must be mid-thigh in length unless leggings, longer than mid-thigh in length, are worn underneath.
- Pajama pants and slippers are not allowed except for school approved, designated days.
- Pants and shorts with holes above mid-thigh in length are not appropriate.

**If a student has a dress standard violation, the student can borrow clean clothes from the office and will return to class. He or she may call home for a change of clothing.**

It may become necessary at the judgment of the site administrator to modify the dress code and personal property code in order to promote safety and to eliminate any distractions to the educational process. All changes or additions will be addressed with individuals or through school-wide announcements.

## P.E. DRESS REQUIREMENTS FOR 4th - 8th GRADE STUDENTS

Dress requirements will be as follows:

- Students will be required to wear athletic shoes that are snug on their feet.
- Dresses/skirts should not be worn.
- Hoop earrings and other jewelry are advised against during P.E. – for your own safety.

## EMERGENCY INFORMATION

At the beginning of the school year, student demographic pages are sent home. It is **EXTREMELY** important that these be filled out accurately and returned to school promptly. If any of this information changes during the school year, please inform the office right away. A child will only be released to the parent or legal guardian unless a person is listed as an emergency contact or a note accompanies the



child. If you list a friend or neighbor who is to be notified in the event you cannot be reached, please be certain that this person is aware of the arrangement.

### INSURANCE

The Mt. Shasta Union School District does not carry insurance on any student. Medical care and payments are the responsibility of the parents. Parents of students who cause malicious injury may be held liable for costs. We highly recommend that parents purchase school insurance if they do not have any other type of coverage for their student.

### NURSE

A credentialed School Nurse is in our district on a part-time basis. The responsibilities of the School Nurse can include: conducting immunizations programs; conducting vision assessments; along with hearing and scoliosis screenings; teaching age and grade appropriate family life and health classes; assessing children with special health concerns and special education issues and developing an individualized care plan for each of those students; organizing prevention and health promoting programs by presenters and providers from outside the school; monitoring medication administration in the school setting; training school staff to care for students with health concerns, and health promotion/education for staff and families. All of the above mentioned activities will be conducted in compliance with California State Laws and the California Education Code.

### HEALTH

Children who are ill should not attend school. If your child has a fever or generally does not feel well, he or she should be kept home. A child who does not feel well usually does not benefit by attending school and may spread a contagious condition to students and staff. **If your child has a rash or open sores, he or she will not be allowed to attend school until your healthcare provider has provided a note telling the school the child's diagnosis, whether or not it is contagious, and when your child may begin attending school again.** Children with discharge from their eyes (unless clear) will not be allowed to attend school until they are symptom free or can provide documentation from their healthcare provider that the condition is not contagious.

All communicable diseases will be dealt with according to recommendations of the American Academy of Pediatrics, Centers for Disease Control, and in consultation with the Public Health Department, if indicated, and in compliance with relevant educational codes.

### MEDICATION

The California Education Code regulates administration of medication at school. If your child requires medication to be given at school, please contact the School Nurse. This includes over the counter medications as well as medications prescribed by your healthcare provider. Forms for medication administration may be picked up in the school office. In order for your child to receive the medication, the healthcare provider and parent or guardian must sign the form.

All student medications are kept in the school office (with the exception of asthma inhalers which may be carried by the student if proper documentation is completed). Medications must be in the original labeled container and must be brought to the school office by a parent or guardian (please do not send medication to school with your child).

### IMMUNIZATIONS

Before children under age 18 years may be admitted to any public or private California (elementary or secondary) school, California law requires that an immunization record be presented to staff by the parent or guardian. Usually, this is the child's personal immunization record given to parents by the doctor or clinic. The personal immunization record must:

1. Identify the student by name and date of birth.
2. Show the date each required vaccine dose was received.
3. Have the type of vaccine received.
4. Include the name of the physician or agency who gave the vaccine.

In most cases, it will be a yellow California Immunization Record or similar form given to parents by their doctors. Records accessed through immunization registries or from other states and countries are also acceptable.

All **REQUIRED** immunizations must have been given before a child can begin school in all grades. The only exceptions are for Medical Exemptions or conditional admission (child has begun immunizations series and no doses are currently due). Children admitted conditionally will be allowed to attend school until the next immunization is due. The child will not be able to continue to attend if the due date has passed and the parent has not submitted a record to show the immunization was given

There are no longer Personal beliefs exemptions (PBEs) for California schools. A PBE filed at a California school before January 1, 2016, will remain valid until the student enrolls in the next grade span, typically seventh grade (a PBE filed in 2015 for T/K is valid for K). Requirements can also be met if a parent or guardian submits a medical exemption along with the child's immunization record showing the child has met all other dosing requirements for age or grade.

A temporary or permanent medical exemption to one or more of the immunizations may be granted under certain circumstances if a licensed physician (M.D. or D.O.) provides a written statement which states:

1. That the physical condition or medical circumstances of the child are such that the required.
2. immunization(s) is not indicated.
3. Which vaccines are being exempted.
4. Whether the medical exemption is permanent or temporary.
5. The expiration date, if the exemption is temporary.

## **SEVENTH GRADE**

Additional immunizations needed for seventh grade entry include a Tdap booster shot (given after the 7<sup>th</sup> birthday) and two measles (or MMR) shots.

For more information about specific immunizations requirements and California laws for schools, go to: <http://www.shotsforschool.org> (updated 01/2016).

## **LUNCH PROGRAM**

**Two meals are available daily and free of charge to all students this academic year.**

**Milk is available a la carte for purchase at a cost of \$0.50.** Milk is included with a complete meal at no cost and **adult lunches are at a cost of \$5.75 and breakfast of \$4.00.** Our school receives funding based on the number of students who apply for the meal plan. Families are encouraged to complete the confidential *Meal Application* on the district's website at [mountshastausd.com](http://mountshastausd.com). Click on Menu>Dining>Meal Application>District>Mt. Shasta Union School District. Meal applications are also available and must be filled out and returned, whether your child will need school lunches or not.

## **FOOD RESTRICTIONS**



Gum is not allowed on campus. Eating lollipops or sunflower seeds in the shell are not allowed on school grounds. Possession of these items will result in an incident report. While eating snacks, students need to sit/stand by benches. For your safety, any food items brought into school for sharing may **not** be prepared at home. **NO GLASS BOTTLES ARE ALLOWED ON CAMPUS.** The consumption of energy

drinks such as Monster, Red Bull and Rock Star on school sites is not permitted. These drinks contain high levels of caffeine, sugar, and other stimulants. Energy drinks contain up to 160 milligrams of caffeine, which exceeds the Food and Drug administration limit of 68 milligrams of caffeine per 12-ounce drink. Consumption of these drinks may cause anxiety, rapid heart rates, heart palpitations, irritability, difficulty sleeping, and indigestion.

### **DELIVERIES**

Deliveries to students such as flowers, balloons, etc. need to be delivered to the office and will be delivered to the student at the end of the day.

### **COMMUNICATION**

Announcements, events, menus, school calendars, links to pertinent sites, and other items of importance are updated monthly on both school websites and the Mount Shasta USD app.

Every student enrolled has their parent's/guardian's contact information uploaded to our automated calling system. The auto dialer notifies families at the same time of late or one bus runs, school closures, snow information, minimum days, etc.

Additionally, important messages or those of an emergency nature will be presented on the Mount Shasta USD app and schools' websites to provide parents/guardians with any pertinent information, such as closure for snow days or late start for snow days, etc.

Many teachers have their own web page and email account, some teachers send home weekly or bi-monthly letters describing activities and events that are occurring in the class. A homework hotline is available at Sisson (by participating teachers) by dialing the school phone and selecting your teacher's extension.

### **LIBRARY SERVICES**

Our District maintains well-stocked libraries, which are supplemented every year. Students check out books weekly. The student must pay for any lost or damaged books.

### **INTERVENTION PROGRAM**

Mt. Shasta Union School District has made a commitment to address every student's academic needs to ensure their success in the classroom. To provide this assistance, the District offers these programs: Early Intervention, Reading Center, Speech and Language Specialist, Resource Specialists. The purpose of the Student Study Team is to develop an action plan to ensure that every effort has been made to enable each child to have a successful educational experience. The parents, the teacher, and any other adults involved with the child meet together to discuss the best means to achieve this. Your child's teacher will contact you when a meeting is to be arranged. A parent may also request a Student Study Team Meeting and should do so through the teacher.

### **SCHOOL SITE COUNCILS (SSC)**

Our School Site Councils (SSC) provides an opportunity for parents to have input into the organization and direction of the school. Their purpose is to serve as an advisory group to the Board when planning for and budgeting special state and federal funds. The SSC is required by law to be equally composed of school staff and parents. Their peers elect these voting members for terms of two years. All interested parents are welcome to attend the quarterly meetings and run for vacant parent positions when they occur. Meeting dates are announced in parent letters and noted on the monthly calendar.

## **PARTNERS IN EDUCATION (PIE)**

Partners in Education (PIE) is a group of parents who are working together to raise money to help Mt. Shasta Elementary and Sisson School. PIE helps to fund a variety of grants and activities for the schools.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

A hard copy of the School Accountability Report Card (SARC) is available from the office upon request.



# MOUNT SHASTA UNION SCHOOL DISTRICT

**Superintendent**  
Tami Beall

**Principals**  
Richard Belzer  
Kale Riccomini

595 East Alma Street  
Mount Shasta, CA 96067  
Phone: 530-926-6007  
Fax: 530-926-6103  
mountshastausd.com

**Board Members**  
Nancy Swift  
Jessma Evans  
Robert Winston  
Mona Gutierrez  
Kay Scovill

To: Parents, Students, Employees, District School Advisory Committees  
And Concerned Citizens

From: Tami Beall, Superintendent  
Title IX Officer

Subject: Annual Notification Requirements Regarding Complaints

Date: August 2023

Attached you will find the Mount Shasta Union Elementary School District Uniform Complaint Procedure (Board Policy 1312.3 and Administrative Regulation 1312.3).

As Superintendent, I have been designated by the Board of Trustees to receive and process complaints against the District, its employees and students.

The process for filing local complaints and appeal procedures are provided for in Board Policy and allow for complaints to be filed six months from the date of occurrence of the alleged discrimination with opportunity for mediation. The Board encourages the early, informal resolution of complaints at the site level whenever possible. As compliance officer, I must hold a meeting within five days of receipt of the complaint in order to provide an opportunity to hear the complaint orally. Within 60 days, of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision. If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision.

Local resources and civil law agencies, which may have information to help complainants in their efforts to seek remedies, include:

Siskiyou County District Attorney's Office  
Siskiyou County Human Services Department  
Private Legal Counsel  
Siskiyou County Office of Education

If you have any questions regarding the Uniform Complaint Procedure or need assistance in filling out the official form, please contact Tami Beall, Superintendent at 530-926-6007.

**Community Relations**

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by **Mount Shasta Union School District** of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The **Mount Shasta Union School District** developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

*[NOTE: all of the UCP programs and activities in the following list must be included in your LEA's UCP policies and procedures documents]*

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs

- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic 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 an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

### **The Responsibilities of Mount Shasta Union School District**

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with the our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

### **The UCP Annual Notice**

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents

or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties .

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

#### **Filing UCP Complaints**

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: **Mount Shasta Union School District** *staff complete the next section with the person at the Mount Shasta Union School District in which UCP complaints are filed and investigated.*

#### **Mount Shasta Union School District**

**595 E Alma St**

**Mt. Shasta, CA 96067**

**530-926-6007**

**Tami Beall [tbeall@msusd.org](mailto:tbeall@msusd.org)**

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that



is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

### **Investigating UCP Complaints**

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the **Mount Shasta Union School District** to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that

a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

### **UCP Complaint Resolution**

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;

### BP 1312.3 (e)

- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
  - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
  - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
  - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

#### UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- The **Mount Shasta Union School District** failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

*[NOTE: the following section is required to be included for LEAs that operate a state preschool program exempt from licensing.]*

All complaints and responses are public records.

Legal References

20 *United States Code* [20 U.S.C.] Section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] Sections 106.8, 34 CFR 299.10-11

*California Education Code* [EC] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498, 8235.5, 8235-8239.1, 8261, 8482-8484.65, 8500-8538, 17002(d), 17592.72, 32280-32289, 32289, 33126(b)(5)(A), 33126(b)(5)(B), 33315,

BP 1312.3 (g)

35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1-51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460-52462, 52500-52617, 54440-54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

*California Government Code* [GC] Sections 11135, 11136, 12960

*California Penal Code* [PC] Section 422.55, 11166

*California Code of Regulations Title 5* (5 CCR) Sections 4600-4640, 4690-4694

## Uniform Complaint Procedures

AR 1312.3 (a)

### Community Relations

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 4030 - Nondiscrimination in Employment)

### Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

### **Superintendent**

\_\_\_\_\_

(Title or Position)

**595 East Alma Street, Mt. Shasta, Ca 96067**

(Address)

**(530) 926-6007**

(Telephone Number)

**tbeall@msusd.org**

(Email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

## Uniform Complaint Procedures

AR 1312.3 (b)

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

### Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Regulation Adopted: 8/9/11

Regulation Revised: 10/11/16, 4/18/17, 8/14/18, 6/11/19, 1/18/23

MOUNT SHASTA UNION SCHOOL DISTRICT  
Mount Shasta, California

## Uniform Complaint Procedures

AR 1312.3 (c)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy.
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.  
  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3260 - Fees and Charges)
3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred.
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.  
  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6173.2 - Education of Children of Military Families)  
(cf. 6173.3 - Education for Juvenile Court School Students)  
(cf. 6175 - Migrant Education Program)
6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints.
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.

## Uniform Complaint Procedures

AR 1312.3 (d)

8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision.
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.
10. A statement that copies of the district's UCP are available free of charge. The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

11. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.
12. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

## Filing of Complaints

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

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

## Uniform Complaint Procedures

AR 1312.3 (e)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075, 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.



**Mediation**

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

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

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

## **Uniform Complaint Procedures**

AR 1312.3 (g)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### **Timeline for Final Decision**

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

## **Uniform Complaint Procedures**

AR 1312.3 (h)

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

(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

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

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's final written decision, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

### **Final Written Decision**

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
2. Statements made by any witnesses.
3. The relative credibility of the individuals involved.
4. How the complaining individual reacted to the incident.
5. Any documentary or other evidence relating to the alleged conduct.
6. Past instances of similar conduct by any alleged offenders.
7. Past false allegations made by the complainant.
8. The conclusion(s) of law.
9. Disposition of the complaint.
10. Rationale for such disposition.

## Uniform Complaint Procedures

AR 1312.3 (i)

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

1. The manner in which the misconduct affected one or more students' education.
2. The type, frequency, and duration of the misconduct.
3. The relationship between the alleged victim(s) and offender(s).
4. The number of persons engaged in the conduct and at whom the conduct was directed.
5. The size of the school, location of the incidents, and context in which they occurred.
6. Other incidents at the school involving different individuals.
7. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

1. The corrective actions imposed on the respondent.
2. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
3. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence.
4. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal.
5. The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

## Uniform Complaint Procedures

AR 1312.3 (j)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the districts complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

## Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

## Uniform Complaint Procedures

AR 1312.3 (k)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling  
(cf. 6164.2 - Guidance/Counseling Services)
2. Academic Support
3. Health Services
4. Assignment of an escort to allow the victim to move safely about campus.
5. Information regarding available resources and how to report similar incidents or retaliation.
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim.
7. Restorative justice.
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law.
2. Parent/guardian conference.
3. Education regarding the impact of the conduct on others.
4. Positive behavior support.
5. Referral to a student success team.  
(cf. 6164.5 - Student Success Teams)
6. Denial of participation in extracurricular or noncurricular activities or other privileges as permitted by law.

## Uniform Complaint Procedures

AR 1312.3 (I)

(cf. 6145 - Extracurricular and Noncurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law.

(cf. 5144 - Discipline)

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

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

## Uniform Complaint Procedures

AR 1312.3 (m)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by CDE that the district's decision has been appealed, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

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



**K-12 COMPLAINT FORM:  
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

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

Response requested?  Yes  No

Contact information: (if response is requested)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School name/address: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

**Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.**

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)
  - o A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
  - o A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
  - o Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

- A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)
- A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school 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.
  - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
  - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)
- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
  - A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.
  - For a school serving any of grades 6-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women’s and all-gender restroom, and in at least one men’s restroom.
  - The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please file this complaint at the following location:

\_\_\_\_\_  
(principal or designee)

\_\_\_\_\_  
(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

**Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State**

5 CCR 4600-4670  
5 CCR 4680-4687  
Ed. Code 1240  
Ed. Code 17592.72

Ed. Code 234.1

Ed. Code 33126  
Ed. Code 35186  
Ed. Code 35292.5-35292.6  
Ed. Code 48985  
Ed. Code 60119

**Description**

Uniform complaint procedures  
Williams uniform complaint procedures  
County superintendent of schools; duties  
Urgent or emergency repairs; School Facility Emergency Repair Account  
Student protections relating to discrimination, harassment, intimidation, and bullying  
School accountability report card  
Williams uniform complaint procedures  
Restrooms; maintenance and cleanliness  
Notices to parents in language other than English  
Hearing on sufficiency of instructional materials

**Federal**

20 USC 6314

**Description**

Title I schoolwide program

**Management Resources**

Website

**Description**

CSBA District and County Office of Education Legal Services

**Williams Uniform Complaint Procedures**

Exhibit 1312.4 (d)

Website	<u>State Allocation Board, Office of Public School Construction</u>
Website	<u>California Department of Education, Williams Case</u>
Website	<u>California County Superintendents Educational Services Association</u>
Website	<u>CSBA</u>

**Cross References**

<b>Code</b>	<b>Description</b>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
1100	<u>Communication With The Public</u>
1250	<u>Visitors/Outsiders</u>
1250	<u>Visitors/Outsiders</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2	<u>Complaints Concerning Instructional Materials</u>
1312.2-E(1)	<u>Complaints Concerning Instructional Materials</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1340	<u>Access To District Records</u>
1340	<u>Access To District Records</u>
3270	<u>Sale And Disposal Of Books, Equipment And Supplies</u>
3270	<u>Sale And Disposal Of Books, Equipment And Supplies</u>
3514	<u>Environmental Safety</u>
3514	<u>Environmental Safety</u>
3514.2	<u>Integrated Pest Management</u>
3517	<u>Facilities Inspection</u>
3517-E(1)	<u>Facilities Inspection</u>
3550	<u>Food Service/Child Nutrition Program</u>
3550	<u>Food Service/Child Nutrition Program</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4112.22	<u>Staff Teaching English Learners</u>
4113	<u>Assignment</u>
4113	<u>Assignment</u>
4144	<u>Complaints</u>
4144	<u>Complaints</u>
4244	<u>Complaints</u>
4244	<u>Complaints</u>
4344	<u>Complaints</u>
4344	<u>Complaints</u>
6142.92	<u>Mathematics Instruction</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6161.2	<u>Damaged Or Lost Instructional Materials</u>
9000	<u>Role Of The Board</u>
9012	<u>Board Member Electronic Communications</u>

Exhibit Adopted: 8/9/11

Exhibit Revised: 6/9/15, 6/11/19, 1/18/23

**MOUNT SHASTA UNION SCHOOL DISTRICT**

Mount Shasta, California

9200  
9322

Limits Of Board Member Authority  
Agenda/Meeting Materials

Exhibit Adopted: 8/9/11  
Exhibit Revised: 6/9/15, 6/11/19, 1/18/23

**MOUNT SHASTA UNION SCHOOL DISTRICT**  
Mount Shasta, California

**MOUNT SHASTA UNION  
SCHOOL DISTRICT**

**REQUIRED ANNUAL  
PARENT/GUARDIAN  
NOTIFICATIONS**

**AUGUST 2023**

**EDUCATION CODE 35186  
REQUIRES THAT THE FOLLOWING NOTICE BE POSTED  
IN YOUR CHILD'S CLASSROOM**

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or misassignments as defined in Education Code 35186(h) (1) and (2) and the district's administrative regulation AR 1312.4.
4. To file a complaint regarding any of the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the California Department of Education's website.

**REQUIRED ANNUAL PARENT NOTIFICATIONS**

The following Parent/Guardian notifications are available in the District Office in their entirety and copies may be requested.

**BP 0410 Nondiscrimination in District Programs and Activities**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration.

**BP 0510 School Accountability Report Card**

In enacting the "Classroom Instructional Improvement and Accountability Act," the public has mandated the annual assessment of specific conditions at each school site. The Governing Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision. The SARC's for the district can be accessed on the web at [www.mtshasta.k12.ca.us/board.html](http://www.mtshasta.k12.ca.us/board.html).

**BP/AR 1312.3 Uniform Complaint Procedures**

The Governing Board recognizes that the district has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education.

**BP/AR/E 1312.4 Williams Uniform Complaint Procedures**

All complaints concerning alleged violation of state or federal law or regulations shall be handled in accordance with legal requirements, Governing Board policy and administrative regulations.

### **AR 3513.3 Tobacco-Free Schools**

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

### **AR 3514 Environmental Safety**

The Governing Board believes that students and employees have the right to learn and work in a safe, clean and healthful environment. This regulation addresses air quality, integrated pest management and lead exposure reduction.

### **AR/E 3543 Transportation Safety Plan and Emergencies**

The district provides for the safe and efficient transportation of students to and from school as necessary to ensure student access to educational program, promote regular attendance and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

### **BP 3553 Free and Reduced Lunch Program**

National School Lunch Program regulations require that lunches be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.

### **AR 4222 Qualifications and Duties of Paraprofessionals**

Right to request information re: professional qualification of their child's teacher and paraprofessional.

### **BP 5030 Student Wellness**

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students.

### **BP/AR 5111.1 District Residency**

Prior to admission, students living within the district must provide proof of residency.

### **BP 5112.5 Closed Campus**

In order to keep our students in a supervised, safe, and orderly environment, the Governing Board establishes a "closed campus" at all district schools. Once students arrive at school, they must remain on campus until the end of the school day unless picked up by an authorized adult. Students living within one mile of school may be allowed to go to their respective homes for lunch only with written authorization from their parents/guardians and permission from school authorities. Parents of students who go home for lunch on a daily basis must have on file with the school office a note giving such permission. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.



### **BP 5112.7 Student Placement Request/Transfer**

The Governing Board directs, with respect to student placement requests by parents and/or guardians for a child enrolled in the Mount Shasta Union School District, the following guidelines be followed:

1. The district will attempt to honor requests but the final decision on any student's placement must remain with the district to insure balance within the classroom. Parents and/or guardians must understand that such requests may be honored as a courtesy to the parent.
2. Parents and/or guardians may fill out a request for class placement form reflecting teacher, team or teaching style.

### **BP/AR 5113 Absences and Excuses**

The Governing Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school. Parents/guardians of children between the ages of six and eighteen are obligated to send their children to school unless otherwise provided by law.

### **BP/AR 5117 Inter-District Attendance**

Students who reside in one district may choose to attend school in another district.

### **BP/AR 5125 Student Records; Confidentiality**

Information about students shall be used judiciously, and in ways that contribute to the student's welfare. The district shall establish safeguards to protect the student and the student's family from invasions of privacy.

### **BP 5131 Student Conduct**

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

#### **BP 5131.1 Bus Conduct**

Bus transportation is a privilege extended only to student who display good conduct while waiting to ride, riding, or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

#### **BP 5141.3 Health Examinations**

The Governing Board recognizes the importance of periodic health examinations conducted according to state health regulations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the Board shall require that periodic examinations are conducted which includes tests for vision, hearing and scoliosis.

### **AR 5141.21 Administering Medication**

Before a designated employee administers any prescribed or non-prescribed medication to any student during school hours, the district shall have received:

1. A written statement from the student's parent/guardian requesting the district to assist the student in taking the medication as prescribed by the physician. (Education Code 49423)

### **BP 5141.31 Immunizations**

No child shall be admitted to any district school without presentation of evidence that the child has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps and rubella in the manner and with immunizing agents approved by the State Department of Health. Students who have reached the age of seven shall not be required to be immunized against pertussis or mumps. (Health & Safety Code 3381)

### **BP 5141.32 Kindergarten Screening**

The Governing Board recognizes the importance of identifying potential physical and mental disabilities at an early age so that appropriate treatment can prevent or lessen the damage they may cause. In cooperation with the County Child Health and Disability Prevention program, the Superintendent or designee shall provide the parents/guardians of all kindergarten students with information regarding the health screening and evaluation services and other benefits provided under the Health and Safety Code.

### **BP 5143 Insurance**

A group student accident insurance plan shall be made available on a voluntary basis to every student registered in the district. The specific plan shall be approved by the governing Board and shall specify that the insurance agent assume all administrative processes. (Education Code 49470, 49472)

### **BP 5144 Discipline**

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student behavior in a positive manner avoiding any unnecessary confrontations.

### **BP 5144.1/AR 5144.1 Suspension and Expulsion/Due Process**

The Governing Board recognizes that maintaining an environment, which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards.

### **BP 5145.7/AR 5145.7 Sexual Harassment**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

### **BP 5145.8 Refusal to Harm or Destroy Animals**

The Governing Board recognizes that some students have a moral objection to dissection or otherwise harming or destroying animals. California law grants these students the right to refrain from participation in instruction that involves such activities.

### **BP 6020 Parental Involvement Title I**

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

### **BP 6111 School Calendar**

Calendar shall show the beginning and ending school dates, legal and local holidays, orientation meeting days, minimum days, vacation periods and other pertinent dates. The district shall offer 180 days of instruction per school year.

### **BP 6163.2 Animals at School**

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the principal or designee. The principal or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking the, to verify whether their child has any known allergies, asthma, or other health conditions that may be aggravated by the animal's presence.

### **BP 6141.2 Recognition of Religious Beliefs and Customs**

Instructional programs may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

### **BP/AR 6142.1 Family Life Education**

The district family life education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy, sexually transmitted diseases and sexually transmitted AIDS. All courses that discuss sexual intercourse shall satisfy the criteria established by law. (Education Code 51553)

### **BP/AR 6154 Homework/Makeup Work**

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

**BP 6163.4/AR 6163.4/ E6163.4 Student Use of Technology**

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the district's schools and classes.

**BP 6164.4 Identification of Individuals with Exceptional Needs**

The Governing Board recognizes that each individual is unique, and that, while for most students the conventional school program is appropriate, a substantial number of individuals have exceptional abilities and/or needs which should be served.

**BP 6183 Home and Hospital Instruction**

Students temporarily disabled by accident or by physical, mental or emotional illness may receive individual instruction at home or in a hospital or residential health facility within the district. Such instruction may be given from one to five hours a week.

The Governing Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

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

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, 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.

Before a student is authorized to use district technology, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices shall not be searched except in cases where 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.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR 5125 - Student Records.

Whenever a student is found to have violated Board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

**Internet Safety**

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

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

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

**Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State**

Ed. Code 49073.6  
 Ed. Code 51006  
 Ed. Code 51007  
 Ed. Code 60044  
 Pen. Code 313  
 Pen. Code 502  
 Pen. Code 632  
 Pen. Code 653.2

**Description**

Student records; social media  
 Computer education and resources  
 Programs to strengthen technological skills  
 Prohibited instructional materials  
 Harmful matter  
 Computer crimes; remedies  
 Eavesdropping on or recording confidential communications  
 Electronic communication devices; threats to safety

**Federal**

15 USC 6501-6506  
 16 CFR 312.1-312.12  
 20 USC 7101-7122  
 20 USC 7131  
 47 CFR 54.520  
 rate discounts  
 47 USC 254

**Description**

Children's Online Privacy Protection Act  
 Children's Online Privacy Protection Act  
 Student Support and Academic Enrichment Grants  
 Internet Safety  
 Internet safety policy and technology protection measures; E-rate discounts  
 Universal service discounts (E-rate)

**Management Resources**

Court Decision  
 CSBA Publication  
 Brief, July 2007  
 Federal Trade Commission Publication  
 December 2000  
 Website  
 Website  
 Website  
 Website  
  
 Website  
 Website  
 Website  
 Website  
 Website  
 Website

**Description**

New Jersey v. T.L.O. (1985) 469 U.S. 325  
 Cyberbullying: Policy Considerations for Boards, Policy  
  
 How to Protect Kids' Privacy Online: A Guide for Teachers,  
  
CSBA District and County Office of Education Legal Services  
California Coalition for Children's Internet Safety  
Center for Safe and Responsible Internet Use  
Federal Trade Commission, Children's Online Privacy Protection  
American Library Association  
Federal Communications Commission  
California Department of Education  
U.S. Department of Education  
CSBA

**Cross References**

**Code**

0440  
 0440  
 1113  
 1113  
 1113-E(1)  
 1114

**Description**

District Technology Plan  
District Technology Plan  
District And School Web Sites  
District And School Web Sites  
District And School Web Sites  
District-Sponsored Social Media

STUDENT USE OF TECHNOLOGY

BP 6163.4 (d)

1114	<u>District-Sponsored Social Media</u>
3260	<u>Fees And Charges</u>
3260	<u>Fees And Charges</u>
3512	<u>Equipment</u>
3512-E(1)	<u>Equipment</u>
4040	<u>Employee Use Of Technology</u>
4040-E(1)	<u>Employee Use Of Technology</u>
4131	<u>Staff Development</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5125.2	<u>Withholding Grades, Diploma Or Transcripts</u>
5131	<u>Conduct</u>
5131.2	<u>Bullying</u>
5131.2	<u>Bullying</u>
5131.8	<u>Mobile Communication Devices</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With (Disabilities)</u>
5145.12	<u>Search And Seizure</u>
5145.12	<u>Search And Seizure</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.9	<u>Hate-Motivated Behavior</u>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6142.8	<u>Comprehensive Health Education</u>
6142.8	<u>Comprehensive Health Education</u>
6162.6	<u>Use Of Copyrighted Materials</u>
6162.6	<u>Use Of Copyrighted Materials</u>
6162.8	<u>Research</u>
6162.8	<u>Research</u>
6163.1	<u>Library Media Centers</u>





# MOUNT SHASTA UNION SCHOOL DISTRICT

**Superintendent**  
Tami Beall

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Kay Scovill

**Principals**  
Richard Belzer  
Kale Riccomini

**2023-2024**

Dear Parents, Students, and School Staff Members:

Our School Board has adopted a comprehensive **Tobacco-Free School Policy**. This policy prohibits all tobacco use by everyone, everywhere on campus, at all times-including school events after regular school hours. This policy also prohibits students from bringing onto campus tobacco and vaping devices (e-cigarettes) whether they contain nicotine or not.

Visitors violating this policy may be asked to leave school property, or, for repeated violations, may be prohibited from entering district property for a specified period of time.

Students or employees who violate the district’s tobacco-free schools policy shall be asked to refrain from tobacco use and shall be subject to disciplinary action as appropriate.

As per California Ed Code Section 48900 and 48911 a student may be suspended for no more than 5 days for possession or use of tobacco, while on campus or during any activity that is related to school attendance, which includes the following: while going to or coming from school, during the lunch period, or during, or while going to or coming from, a school-sponsored activity. In addition, students will be referred to tobacco cessation/intervention sessions provided by the Tobacco Use Prevention Education (TUPE) program. School staff who is seeking to stop using tobacco products may also seek assistance through the TUPE program. Other adults can obtain help quitting by calling the California Smoker’s Helpline at 1-800-NOBUTTS. Services are free and confidential.

This policy has been put in place for three reasons:

- a. To support families in keeping their children tobacco free  
Tobacco use is the leading cause of preventable death and disease in the nation with the full dangers of electronic vaping devices remaining to be known. Most parents, even those who use tobacco, do not want their children to become addicted. Youth spend a great deal of time at school and at school-related events. Allowing the use of tobacco or vaping products on campus implies less opportunity to see others using tobacco and have access to tobacco products. This means they will be less likely to try, and possibly become addicted to, tobacco.
- b. To provide a safe environment for students and staff  
We have an obligation to provide a safe learning and work environment for students and staff. Exposure to secondhand smoke can trigger an asthma attack or make respiratory problems worse. Adults smoking outside, near building entrances during school sponsored events, place others at risk.
- c. To establish a tobacco-free norm for our school grounds.  
Adults are role models for students. Without tobacco-free schools district policies, kids receive a mixed message. They are told in class and by their coaches to resist tobacco; yet elsewhere on school property young people may see teachers, peers and visitors using tobacco. Good role models don’t smoke in front of children.

It is our hope that our entire community will do their part in helping to make our youth part of the next tobacco-free generation.

Sincerely,  
Richard Belzer  
Principal - MSE

Kale Riccomini  
Principal - Sisson

# Mount Shasta Union School District

## Title I School-Level Parental Involvement Policy

The Mount Shasta Union School District provides a Targeted Assistance Title I program and has developed a written Title I Parental Involvement Policy with input from families. A draft policy was brought to MSE and Sisson School Site Councils where families, staff and students had an opportunity to provide input regarding the following descriptions. The policy is distributed to all MSE and Sisson School families via the back-to-school packet of notifications, and policies are also posted on each school's website. The MSUSD Title I School-level Parental Involvement Policy describes the means for carrying out the following Title I parental involvement requirements.

### Involvement of Families

The Mount Shasta Union School District does the following:

1. Convenes an annual meeting to inform families of the Targeted Assistance Title I program.
  - ❖ *Families and students are informed of the availability and requirements of Title I programs.*
  - ❖ *The annual Title I Parent Meeting.*
2. Offers a flexible number of meetings and times.
  - ❖ *Parent representatives on the SSC are involved in determining the flexible number of meetings to be offered for parent involvement purposes.*
  - ❖ *Families are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.*
  - ❖ *Parent/teacher conferences.*
3. Involves families in an organized, ongoing, and timely way, in the planning, review, and improvement of its programs and the Title I Parental Involvement Policy.
  - ❖ *The Title I Parental Involvement Policy is reviewed and revised periodically and at a minimum, annually, during School Site Council meetings where families, staff and students can review and revise the policy as needed.*
  - ❖ *The Targeted Assistance Title I Program is reviewed and input is provided during School Site Council meetings.*
  - ❖ *Parent survey distributed in the spring of the school year.*
  - ❖ *Annual Title I parent meeting conducted in the fall of the school year.*
4. Provides families with timely information about Title I programs.
  - ❖ *The requirements of the Title I program will be reviewed at the annual Title I Parent Meeting.*
  - ❖ *Letters and newsletters are sent home regularly regarding student programs and progress.*
  - ❖ *Families have on-line access to school and district webpages.*
  - ❖ *Families are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.*

Policy Approved: 10/9/18, 10/8/19, 11/10/20, 10/10/23

MOUNT SHASTA UNION SCHOOL DISTRICT  
Mount Shasta, California

5. Provides families with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - ❖ *Teachers explain the curriculum, assessment and proficiency levels in the class syllabus that is provided to all students on the first day of school and to families at the back to school night meeting.*
  - ❖ *Teachers and or counselor may schedule a meeting with families at any time throughout the year to inform families of curriculum, assessments and proficiency levels as needed.*
  - ❖ *Common Core State Standards will be available and families will receive guidance in understanding the information as requested.*
  - ❖ *Provide families with the results of the Smarter Balanced Assessment.*
6. Provides families if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - ❖ *Families are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.*
  - ❖ *Schedule Student Study Team (SST) meetings.*
  - ❖ *The SSC meetings are open to the public and also have parent representatives who are involved in making decisions relating to the education of their children.*

### **School-Parent Compact**

The Mount Shasta Union School District has jointly developed with and distributed to families a School-Parent Compact that outlines how families, school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and families will develop a partnership to help children reach proficiency on the California content standards. The School-Parent Compact describes the following items in addition to items added by families of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The families' responsibility to support their children's learning.
3. The importance of ongoing communication between families and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

A parent and the principal using sample compacts from other high schools developed a draft of the School-Parent Compact. The School Site Council, with input from staff, students, and families, reviewed the draft compact. The School-Parent Compact was reviewed and revised by the school staff for final edits. The School-Parent Compact is sent home in the back-to-school packet for parent signatures.

### **Building Capacity for Involvement**

The Mount Shasta Union School District engages families in meaningful interactions with the school. It supports a partnership among staff, families, and the community to improve student academic achievement. To help reach these goals, MSUSD does the following:

Policy Approved: 10/9/18, 10/8/19, 11/10/20, 10/10/23

**MOUNT SHASTA UNION SCHOOL DISTRICT**  
Mount Shasta, California

1. Assists families in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - ❖ *During classroom presentation at back-to-school night, teachers explain the academic content standards; assessments and how families can assist and monitor their students progress in each class.*
  - ❖ *The Sisson website provides families ongoing, on-line access to their student's attendance, grades, report card and graduation status.*
  - ❖ *Data analysis of student assessments and achievement is reviewed during School Site Council meetings, at which, families are involved.*
2. Provides materials and training to help families work with their children to improve their children's achievement.
  - ❖ *Monthly principal newsletters, including suggestions for families to work with their children to improve their grades, attendance and performance on assessments are sent home in the mail upon request.*
  - ❖ *Administration and teachers are available and welcome the opportunity to meet with families upon request.*
  - ❖ *Notices to families are posted on the school and district webpages.*
  - ❖ *Some teachers provide information on classroom webpages.*
3. Educates staff, with the assistance of families, in the value of parent contributions and how to work with families as equal partners.
  - ❖ *The staff values all parent contributions and works with families as equal partners.*
  - ❖ *Families contribute suggestions to the staff during School Site Council meetings.*
  - ❖ *Parent input is solicited through the annual Parent Survey.*
4. Coordinates and integrates the parental involvement with other programs and conducts other activities that encourage and support families in more fully participating in the education of their children.
  - ❖ *Mt. Shasta Community Resource Center*
  - ❖ *Partners In Education*
  - ❖ *Mt. Shasta Parks and Recreation*
  - ❖ *School Site Council Meetings*
  - ❖ *Mt. Shasta Police Department*
  - ❖ *First 5 Siskiyou*
  - ❖ *Boys and Girls Club*
  - ❖ *School CAFE*
5. Distributes to families information related to school and parent programs, meetings and other activities in a form and language that the families understand.
  - ❖ *All information related to school and parent programs is provided in English, and other languages as needed.*
6. Provides support for parental involvement activities requested by families.

- ❖ *Administration and teachers are available and welcome the opportunity to meet with families upon request.*
- ❖ *All parent requests for reasonable support are submitted to the principal for consultation and consideration.*

## **Accessibility**

The Mount Shasta Union School District provides opportunities for all families to participate, including families with limited English proficiency, families of students with disabilities, and families of migratory students. This includes providing information and school reports in a form and language families understand.

*The Mount Shasta Union School District provides a Targeted Assistance Title I Program that offers services to qualifying students including the following:*

- *Special Education students*
- *Migratory students*
- *Limited English Proficient students*
- *Foster youth and low income students*

# MOUNT SHASTA ELEMENTARY SCHOOL

## STUDENT-FAMILY SCHOOL COMPACT

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

### **As a student I am responsible for my own success, and I will:**

- \* Come to school daily, on time, ready to learn and work hard.
- \* Bring necessary materials, completed assignments and homework
- \* Be responsible for my own behavior.
- \* Know and follow dress code and school rules, ***which includes electronics as outlined in the Student Handbook.***
- \* ***Know and follow my classroom rules.***
- \* Talk regularly with my family and teachers about my school progress and ask for help when needed.
- \* ***Identify a list of trusted adults at school that can assist with behavior and/or personal problems when they arise.***
- \* Read every day after school.
- \* Be cooperative and respectful of myself, classmates, school staff, my family and my community.

### **As a family member, I know my participation in my child's education is essential and I will:**

- \* Provide a quiet time and place for homework and monitor my child's screen time.
- \* Read to my child, or encourage my child to read every day (20 minutes TK-3, and 30 minutes for 4-8 grades.)
- \* Ensure that my child attends school every day, is on time, and gets adequate sleep, regular medical attention, and proper nutrition.
- \* Discuss daily my child's progress in school, recognize and reward success.
- \* Participate in major school activities such as attending parent/teacher conferences, Back to School and Open House nights.
- \* Review and respond to all school communications.
- \* Communicate the importance of education and learning to my child.
- \* Support the school's dress code, discipline, and academic policies.
- \* ***Communicate any changes at home that may affect your child's behavior or ability to meet expectations.***
- \* Respect and present a positive attitude toward the school, staff, students, families, and community.

### **As a teacher/staff member, I recognize the importance and value of each student and I will:**

- \* Address the unique physical, intellectual, emotional, and social needs of each student.
- \* Create a warm and caring learning environment that is built on positive relationships.
- \* Teach and communicate high expectations for every student.
- \* Endeavor to motivate students to learn and take responsibility for their own learning.
- \* Teach and involve students in lessons that are interesting and challenging.
- \* Encourage reading as homework for 20-30 minutes a day.
- \* Provide meaningful, daily homework assignments to reinforce and extend learning as necessary.
- \* Meet or exceed educational standards for all students, including promotional and graduation requirements.
- \* Make connections for students between what they are learning in the classroom and their future.
- \* Communicate regularly with families about their child's progress in school and be accessible to them should they have questions or concerns.
- \* Encourage family involvement and provide assistance to families on how they can support their child's learning.
- \* Participate in professional development opportunities that improve teaching and learning.

# **MOUNT SHASTA ELEMENTARY SCHOOL**

## **STUDENT-FAMILY SCHOOL COMPACT**

- \* Support the formation of partnerships with families, and the community.
- \* Participate in shared decision making with other school staff and families for the benefit of students.
- \* Respect and present a positive attitude toward the school, staff, students, families, and community.
- \* Provide high quality curriculum and instruction in a supportive and effective learning environment.

# SISSON

## STUDENT-FAMILY SCHOOL COMPACT

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

### ***As a student I am responsible for my own success and I will:***

- \* Come to school daily, on time, ready to learn and work hard.
- \* Bring necessary materials, completed assignments and homework
- \* Be responsible for my own behavior.
- \* Know and follow dress code, school and class rules.
- \* Talk regularly with my family and teachers about my school progress and ask for help when needed.
- \* Read every day after school.
- \* Be Cooperative and respectful of myself, classmates, school staff, my family and my community.

### ***As a family member I know my participation in my child's education is essential and I will:***

- \* Provide a quiet time and place for homework and monitor my child's screen time.
- \* Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for 4-8 grades.)
- \* Ensure that my child attends school every day, is on time, and gets adequate sleep, regular medical attention and proper nutrition.
- \* Discuss daily my child's progress in school, recognize and reward success.
- \* Participate in major school activities such as, attending parent/teacher conferences, Back to School and Open House Nights.
- \* Review and respond to all school communications.
- \* Communicate the importance of education and learning to my child.
- \* Support the school's dress code, discipline, and academic policies.
- \* Respect and present a positive attitude toward the school, staff, students, families and community.

### ***As a teacher/staff member I recognize the importance and value of each student and I will:***

- \* Address the unique physical, intellectual, emotional, and social needs of each student.
- \* Create a warm and caring learning environment that is built on positive relationships.
- \* Teach and communicate high expectations for every student.
- \* Endeavor to motivate students to learn and take responsibility for their own learning.
- \* Teach and involve students in lessons that are interesting and challenging.
- \* Provide meaningful, daily homework assignments to reinforce and extend learning (20-30 minutes for grades 1-3, 30-60minutes grades 4-6 and 30-120 minutes for 7-8 grades.)
- \* Meet or exceed educational standards for all students, including promotional and graduation requirements.
- \* Make connections for students between what they are learning in the classroom and their future.
- \* Communicate regularly with families about their child's progress in school and be accessible to them should they have questions or concerns.
- \* Encourage family involvement and provide assistance to families on how they can support their child's learning.
- \* Participate in professional development opportunities that improve teaching and learning.
- \* Support the formation of partnerships with families and the community.

Board Approved: 11/8/22, 12/13/22, 10/10/23



## SISSON

### STUDENT-FAMILY SCHOOL COMPACT

- \* Participate in shared decision making with other school staff and families for the benefit of students.
- \* Respect and present a positive attitude toward the school, staff, students, families and community.
- \* Provide high quality curriculum and instruction in a supportive and effective learning environment.

**State of California**  
**EDUCATION CODE**  
**Section 48205**

48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
  - (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  - (5) For the purpose of jury duty in the manner provided for by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit there for. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."  
(Amended by Stats. 2016, Ch. 92, Sec. 1. (AB 1593) Effective January 1, 2017.)

Revised: June 8, 2023