



Greenfield Union School District

District Office

493 El Camino Real
Greenfield, CA 93927
(831) 674-2840
www.greenfield.k12.ca.us

Arroyo Seco Academy TK-6

1226 Apple Avenue
Greenfield, CA 93927
(831) 674-6080
www.gusdarroyoseco.com

César Chávez Elementary TK-6

250 Apple Avenue
Greenfield, CA 93927-5354
(831) 674-2412
www.gusdcesarchavez.com

Mary Chapa Academy TK-6

490 El Camino Real,
Greenfield, CA 93927-4914
(831) 674-5586
www.gusdmarychapa.com

Oak Avenue Elementary TK-6

1239 Oak Avenue
Greenfield, CA 93927-5438
(831) 674-5916
www.gusdoakavenue.com

Vista Verde Middle 7-8

1199 Elm Avenue
Greenfield, CA 93927-4624
(831) 674-1420
www.gusdvistaverde.com

Governing Board

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Annual Notification to Parents and Students 2025-2026

August 2025

Dear GUSD Scholars, Families, and Community:

It is with great excitement that I welcome you to the 2025-2026 school year! As your new Superintendent, I am honored to serve our Greenfield community and to support every student in reaching their full potential.

Our dedicated team is committed to creating a safe, inclusive, and enriching learning environment where students are empowered to grow academically, socially, and emotionally. We are preparing a variety of engaging programs and opportunities to make this school year truly special.

We value our partnership with families and believe that strong collaboration between home and school leads to greater student success. Together, we can continue to build a positive school culture and ensure all students are prepared for a bright future.

This handbook provides important information about district policies and expectations. We encourage you to review it with your child as we begin the year united and informed.

Thank you for trusting GUSD to be a part of your child's educational journey. We look forward to a successful school year – working hand-in-hand with you to fulfill our Greenfield Guarantee.

Warmest Regards,

Laura Cortez, Superintendent



Please review the material in this booklet.

**Then SIGN and RETURN the
acknowledgement to your school.**

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The references at the end of the sections in this booklet include the following codes:

<i>BP . . District Board Policy</i>	<i>USC United States Code</i>
<i>AR . . Administrative Regulation</i>	<i>CFR Code of Federal Regulations</i>
<i>EC . . Education Code</i>	<i>ESEA . . . Elementary and Secondary Education Act</i>
<i>HSC . Health and Safety Code</i>	<i>PPRA . . . Pupil Privacy Rights Amendment</i>
<i>PC . . Penal Code</i>	<i>FERPA . . Family Educational Rights and Privacy Act</i>
<i>WIC . Welfare and Institutions Code</i>	<i>PPACA . . Patient Protection and Affordable Care Act</i>
<i>CCR . California Code of Regulations</i>	<i>Title VI. . Title VI (or VII, or IX) of the Civil Rights Act of 1964</i>
<i>CC . . Civil Code</i>	<i>ADA Americans with Disabilities Act</i>
<i>FC . . Family Code</i>	<i>IDEA . . . Individuals with Disabilities Education Act</i>
<i>GC . . Government Code</i>	<i>§ 504 . . . Section 504 of the Rehabilitation Act of 1973</i>
<i>VC . . Vehicle Code</i>	<i>EOA Equal Opportunities Act</i>
<i>BPC . Business and Professions Code</i>	<i>CIF California Interscholastic Federation</i>
<i>FAC . Food and Agriculture Code</i>	

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the right to a Free Public Education

- All Children have the right to a free public education, regardless of immigration status of the students' parents or guardians
- In California
 - All children have the right to free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school and cannot be discriminated against based on their race, nationality, gender, religion or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/Immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is

already public, or is in response to a court order or subpoena.

- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You are Detained or Deported

- You have the right to provide your child's school with emergency contact information including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Resources

The following resources are available to immigrant families responding to detentions or deportations:

- The Immigration and Customs Enforcement (ICE) detainee locator: <https://locator.ice.gov/odls/homePage.do>. Please Note: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.
- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:

- State Bar of California Attorney Search: <https://www.calbar.ca.gov/Attorneys>
- California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR).
- California Courts Self-Help Centers: <https://selfhelp.courts.ca.gov/>.
- Legal-aid offices and lawyer-referral services: <https://www.calbar.ca.gov/public/need-legal-help>.
- The consulate or embassy of the parent's or guardian's country of origin.

Checklist for Immigrant Students and Families Attending Public Schools

1. You do not have to share the following information with school officials:
 - You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
 - You do not have to provide Social Security numbers (SSN) or cards.
 - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to

qualify the student for free or reduced-price meals at school.

- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.
2. Take steps to protect student information:
 - Ask for the school's written privacy policies regarding student information.

Review the school's policy for "Directory Information" on page 17, which allows for public release of basic student information, and consider whether to opt out of releasing of that information.
 3. Take steps to prepare for situations where one or more parents or guardians are detained or deported:
 - Develop and keep in a safe place a "Family Safety Plan" (i.e. https://www.ilrc.org/sites/default/files/resources/family_preparedness_plan.pdf) that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
 - Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent or guardian is available.

FAMILY INVOLVEMENT

In a democracy, parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children to do well academically. When this involvement is combined

with a partnership between home and school, the student, the school and the community benefit.

■ Volunteering at School

Greenfield Union School District has a Long Term and a Short Term Volunteer protocol process. All Long Term Volunteers must be cleared by obtaining a Live Scan background check (fingerprints) and a tuberculosis test (TB). Short term volunteers will be determined on a case by case basis.

Please see your school site office, the district website, or the District Human Resources Department for our Short Term and Long Term Volunteer applications. Please see the Greenfield Union School District Human Resources Office for information regarding the fingerprints and TB Testing. There are specific district forms you will need to pick up before you go for the fingerprints.

A Long Term Volunteer is a person who volunteers at the school on a regular basis and may in some instances supervise students for a short period of time. A person who will participate in an overnight school trip or activity will be considered a Long Term Volunteer.

Field Trip Volunteers must be fingerprinted and have a negative TB Test.

A Short Term Volunteer is generally considered to be a person who volunteers for one activity or event such as an assembly at school. A parent who wants to help once in the classroom during their child's birthday and is not going to be left alone with students is an example of a Short Term Volunteer.

Volunteer Application must be filled out yearly. Fingerprints only need to be done once; TB test must be done every four (4) years.

The school principal will determine whether a volunteer is considered a Long Term Volunteer or a Short Term Volunteer. For questions please contact your child's school Principal or the Human Resources Department located at the District Office.

Please understand that it takes at least a week to obtain results from fingerprints or TB testing.

Plan adequate time to complete the qualification process. Fingerprints may be delayed by the Department of Justice if a volunteer has history of criminal activity.

Parents planning to visit a classroom need to give 24 hours notice of the visit.

Volunteers are required to follow all school district policies which also apply to district sponsored, off-site activities. We value your volunteer time and appreciate your assistance in adhering to the following:

- Do not smoke or use tobacco or controlled substances including electronic cigarettes, or look-a-likes in any form
- Do not carry items that can be used as weapons

Thank you for helping us create a positive and safe learning environment for all students.

■ Every Student's Wellness Counts

The Greenfield Union School District is committed to the well-being of every student. There are rules about what foods are appropriate to bring to school on page 18 of this booklet. There is also information about the District's Wellness Program on page 29.

■ Lost and Found

Please check with each school site on their protocol on where you can locate the lost and found. Putting your child's name on clothing, books, and backpacks helps ensure their return.

■ School Pictures

A commercial photographer takes individual student photos. The specific information regarding package contents and price will be sent home a week before the actual date. This is a commercial enterprise and not the responsibility of the school.

■ Automated Calls and Text Messages to Parents

The District sends automated messages for non-emergency district-wide alerts, notices and

important current information. The District uses ParentSquare, a safe and secure platform for communication between the school and home. Parents, teachers and staff can easily connect from their iOS device by downloading the free mobile application, or by contacting your school office. Parents may opt out of ParentSquare by contacting your school office.

ENROLLMENT AND ATTENDANCE

■ Attendance Policies

Regular attendance and punctuality is expected of all students.

Absences: When your child is absent from school, you must notify us with the specific reason. Please call the school ASAP to report your child's absence and leave the following information:

- your child's name
- reason for absence
- teacher's name/grade level
- your name and relationship to the child

The school receives funds only for students who attend school or who complete Independent Study Agreements in their absence.

Absence Due to a Family Trip: Please review the school district's calendar, and plan family vacations to occur on school holidays. Even parent notification to the school of a student's absence for a family vacation results in lost instructional time for the student and is not an excusable absence.

Tardiness: Punctual attendance is necessary for all school programs. Students should arrive before the first bell rings.

Vista Verde Middle School: First bell rings at 7:55 a.m. the tardy bell rings at 8:00 a.m.

Oak Avenue, Mary Chapa, Cesar Chavez, and Arroyo Seco Elementary: students should be lined up at 8:05 a.m. and students should be in their seats by 8:10 a.m. ready for instruction. Students who are late must report to the Attendance Secretary who will record the

tardiness. Our report cards reflect tardiness and absence for each marking period. If you know your child will be late, please send a note with your child.

■ TK Drop-Off and Pick-Up Procedures

If your child is enrolled in Transitional Kindergarten (TK), please follow these procedures to ensure their safety and well-being:

- Drop off your child in the designated TK area for your campus. You can find the location of the TK area on the school site map that was provided to you at registration. Please do not drop off your child in any other area or leave them unattended.
- A GUSD staff member will greet your child and escort them to their classroom. The staff member will also bring your child back to the TK area at the end of the school day. Please be on time to pick up your child and have your ID ready.
- If you need to pick up your child early or drop them off late, please go to the school office and sign them in or out. A staff member will then take your child to or from their classroom.
- If someone else is picking up your child, please notify the school office in advance and make sure they have a valid ID and are authorized to do so.

Thank you for your cooperation and support. We look forward to a successful school year of learning and growth for your child.

■ Picking up Students During the School Day

Sometimes it is not possible to schedule appointments for your child outside of school hours. When you must pick up your child for such an appointment, allow enough time to come to the office to sign your child out. We will then have your child sent from class to the office. We will not release a child from class before you have arrived and formally signed him/her out.

■ Playground Supervision

The playground is supervised from 7:30 a.m. – 3:30 p.m. For his/her safety, your child should not arrive at school before 7:30 a.m. All students must be picked up promptly at the end of the instructional day.

■ Closed and Secured Campus

Providing a safe and supervised learning environment is one of our top priorities. District schools are closed facilities will be closed and secured for student and staff safety. All gates will be locked during school hours.

Students may leave campus during the school day only if they are signed out by a parent/guardian. The parent/guardian must come into the office to check out the student for any reason, including a medical appointment.

The Greenfield School Board has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is for the security of the campus and to protect your student's health, safety, and welfare. Please cooperate by not requesting permission for your student to leave campus during the school day. [EC 44808.5]

■ Release of Students to Persons Other Than Parents/Guardians

Students will be released only to a parent or guardian and to those whose names appear on the emergency card unless there is a note signed by the parent/guardian stating otherwise. In cases where child custody has been given to one parent, a copy of the custody order must be on file in the office.

We hope you will help us have smooth dismissals on rainy days by planning ahead with your child. Please tell your child exactly what to do when (s)he gets out of school on a rainy day, (e.g., walk home, wait for Mom or Dad in front of the school, walk to a friend's house, get a ride with Mrs. Smith, etc.).

In your list of alternatives, please do not

include using the school phone to call home due to increase number of students using the phone.

Please remind your child to be particularly careful in the parking lot and at crosswalks on rainy days because of increased traffic.

Release of Students in an Emergency

In the event of an emergency or disaster, students will be kept at school until picked up by a parent or persons designated on emergency card. Families should discuss their own plans for dealing with emergencies occurring during school hours or at any time. The phone directory has excellent information regarding emergency first aid and preparedness in its White Pages.

■ Parent Messages to Students

The office is happy to relay necessary messages for parents and students. However, in order to minimize phone use, we ask that you make pick-up and after school arrangements with your child prior to school. Your assistance is very much appreciated.

■ Phone Use by Students

School phones are needed for official use. Students are allowed to use the office telephone for **EMERGENCIES**. Please be sure that your child understands that the phone should not be used for making after school play arrangements.

■ Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Districts may allow the transfer of students from or to other districts (inter-district transfer). Victims of bullying or violence are given preference in intra- and inter-district transfers. In some cases, the district must provide transportation. Students attending "persistently dangerous" schools can transfer and enroll in a safe school. Students convicted of a violent felony or convicted of a specific misdemeanor may be transferred

involuntarily to another school in the district. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48204.7, 48206.3, 48300, 48301, 48306, 48432.5, 48853.5, 48929, 48980, 49068, 51101; PC 667.5(c), 29805; 20 USC 7912]

I. Intradistrict Open Enrollment:

The Board of Trustees desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

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

The Board shall annually review this policy.

Enrollment Priorities

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

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous"
2. Is a victim of a violent crime while on school grounds
3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's

submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1

4. If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school.
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor
 - b. A court order, including a temporary restraining order and injunction
6. Is a sibling of another student already attending that school
7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted between the last week of January and the first week of February for ten (10) business days of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space.

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. [BP 5116.1 November 2022; EC 200, 35160.5, 35291-35291.5, 35351, 46600-46611, 48200, 48204, 48300-48316, 48980; 5 CCR 11992-11994; 20 USC 6311, 6313, 7912]

2. Interdistrict Attendance:

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain

standards agreed upon by both districts for reapplication and/or revocation of the student's permit.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600.

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available. [BP 5117 August 2021; EC 41020, 46600-46611, 48204, 48300-48317, 48900, 48915, 48915.1, 48918, 48980, 48985, 52317, 8151; CA Constitution Article 1, Section 31]

3. Attendance Where Caregiver Resides:

If your child lives in the home of a caregiving adult, as defined by law, or a foster home your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a)(5), 48980; FC 6550-6552]

4. Attendance in District in Which Parent or Guardian is Employed:

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place

of the parent's/guardian's employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of 10 hours during the school week. [EC 48204(a)(7), 48980]

5. Special Enrollment Allowances for Some Categories of Students:

Some students living in the District, including foster, homeless, migratory, American Indian, or military children may stay enrolled in their school of origin inside or outside the district if: 1) their Individual Education Plan (IEP) indicates attendance elsewhere, or 2) parents, guardians, and others with authority declare in writing otherwise. In some cases, they also have rights to expedited enrollment in school, to attend classes and programs, to after-school programs, and to fee waivers. The school district and each school site have complete documentation of the rights of homeless, foster, migratory, military, and other special categories of students. [EC 48204, 48204.7, 48645.3, 48850-48859, 51225.1, 56055; 5 CCR 4622; WIC 224.1, 361, 726; 42 USC 11301, 11431-11435]

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant (or migratory) or religious status. The state Attorney General has information about "know your rights": <https://oag.ca.gov/immigrant/resources>. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1]

■ General Absences

The majority of school districts are funded based on their daily attendance. The state only awards funding to school districts for actual attendance; they do not fund districts for the excused absences listed below. There are two types

of absences – excused and unexcused. Always review the school calendar and plan activities and vacations during days off.

Other attendance reports, such as truancy, rely on excused and unexcused absences. There are legal consequences if your child misses too much school. You must send a note and/or phone the school within 72 hours to clear any excusable absences. Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences are recorded as a truancy.

Excused Absences

Children cannot learn if they are not in school. Children ages 6 to 18 years are required to attend every school day. Daily school attendance improves student achievement. Research shows that a student that is absent 10 percent of the time (called a chronic absentee whether or not the absences are excused) is more likely to have difficulty learning, achieving, and graduating from high school. Teach your child(ren) that school attendance is an important family value.

Student absences from school shall be excused for the following reasons:

Medical reasons – their own illness or the illness of their child; quarantine; mental or behavioral health services; medical, dental, optometric, or chiropractic services; or

Family reasons – to spend time with a family member leaving for or returning from active military duty (duration at the discretion of the Superintendent); observance of a holiday or ceremony of their religion; attendance at a religious retreat (maximum 1 day); participating in a cultural ceremony or event; by parent/guardian request in writing and approved by the designated representative pursuant to governing board standards; or

Grieving or attending a funeral – of an immediate family member (maximum 5 days); a person their parent/guardian determines to be closely associated enough to be considered an immediate family member (maximum 3 days); accessing victim services, grief support services,

or safety planning services for the student/family (including relocation); or

Personal business reasons – jury duty (as provided by law); attendance or appearance in court; attendance at an employment conference; attendance at a nonprofit organization’s educational conference on the legislative or judicial process; serving as a member of an election precinct board; attending their own naturalization ceremony to become a United States citizen; engaging in a civic or political event, provided that they notify the school ahead of time (maximum 1 day for grades 7-12); the pupil’s participation in military entrance processing.

A school administrator may authorize or extend some excused absences. Students shall be allowed to complete all assignments and tests missed during an excused absence that can be reasonably provided. Upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The classroom teacher(s) shall determine which assignments and tests shall be reasonable equivalent to, but not necessarily identical to the assignments and tests that the student missed during the absence. [EC 48205, 48260]

Districts may allow students, with parental or guardian consent, to be excused to participate in moral or religious exercises or instruction. [EC 46014]

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. When a student has had 14 absences in the school year for illness verified by a written note or conversation with a parent/guardian or a visit to the student’s home, any further absences for illness must be verified by a physician. [AR 5113 March 2017; EC 46010.1; ne]

Unexcused Absences

When a student misses school without an excuse, they are considered truant. The state defines three levels of truancy, each carrying more severe penalties for both the student and the parent(s)/guardian(s). A student is classified as a:

Truant – after missing three days of school or three 30-minute periods without a valid excuse.

Habitual Truant – if they are truant three or more times in a school year and an effort has been made by the school/district to meet with parents.

Chronic Truant – if they miss 10 percent or more of the school days from the date of their enrollment or the start of the school year to the current date without a valid excuse.

Early intervention and cooperation between the school and the family is the most effective way to support student learning. The school will notify the parent/guardian, who are obligated to compel the student to attend school.

Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code; including referral to a student attendance review board (SARB). A student who is truant may additionally be referred to a community service program; the county probation department; the District Attorney’s office; or the Juvenile Court. The parent/guardian of a truant may face fines, imprisonment up to one year, or both; be required to meet regularly with district staff; and/or be required to attend classes at the student’s school. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1; WIC 256, 258, 601, 601.3]

Student Absences – Documentation Guidelines

At Greenfield Union School District, we believe that regular school attendance is critical to student success. We also understand that students may occasionally need to miss school due to illness or other unavoidable circumstances. The information below outlines the district’s expectations

for reporting absences and when medical documentation is required.

Reporting Absences

Parents/guardians must notify the school office each day their child is absent. Please call or provide a written note with the following details:

- Student's full name
- Date(s) of absence
- Reason for absence
- Parent/guardian name and contact information

Excused Absences Include:

- Illness or injury of the student
- Medical, dental, optometry, or chiropractic appointments
- Quarantine under the direction of a county or city health officer
- Attendance at a funeral of an immediate family member
- Religious or cultural observances (with prior approval)

For a complete list of excused absences, please refer to [*California Education Code 48205*](#).

Medical Note Requirement for 3 Consecutive Days or More

If your child is absent for three (3) or more consecutive days due to illness, the school requires a note from a licensed medical provider verifying the reason for the absence. This helps us:

- Ensure the safety and well-being of all students,
- Document absences accurately, and
- Support your child's return to class with any necessary accommodations.

Unexcused Absences

Absences that are not verified within three (3) days, or those not covered under the excused absence list, will be marked as unexcused. Excessive unexcused absences may result in a referral to the School Attendance Review Team (SART).

■ Minimum Days / Pupil Free Staff Development Days

If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. The dates that were known at press time are printed in the calendar in this booklet. [EC 48980]

■ Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend in a regular classroom. If your temporarily disabled child is located outside your school district, notify both the district where your child resides and the district where the child is located. Within five (5) days of notice, the district(s) will determine if the student qualifies; within five (5) days of the determination shall commence instruction in the home or in a hospital or other residential health facility. The district(s) will notify you if your child qualifies, when instruction will begin, and for how long it will continue. Each hour of instruction at home or in a facility will count as a full day but cannot exceed 5 days per week nor the number of days in the school year. There are accommodations for pregnant or parenting students (see page 26 for more information). [EC 46015, 48206.3, 48207, 48207.5, 48208, 48980]

Independent Study for Extended Absences

We offer an Independent Study program so your child can keep up with his or her school work during an extended absence. Please notify the school office if your child will be absent for 5 days, but not more than 10 consecutive days. If approved, school staff will prepare an Independent Study Agreement that will consist of an independent study work-packet. More information can be found on the Educational Services Department tab on the district's website at www.greenfield.k12.ca.us. [EC 51747]

■ Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within

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

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58501]

INSTRUCTION AND CURRICULUM

■ Academic Standards and Assessments

Each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/. California uses a computer-based student testing system tied to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The tests include the Smarter Balanced Assessment Consortium Assessments, California Science

Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604, 60615; 5 CCR 852]

Screening for risk of reading difficulties, including dyslexia, is one of many tools that educators can use to support student learning. Students in grades K-2 will be screened annually for reading difficulties; students who do not speak sufficient English will be screened in their primary language. [EC 53008, 56335; IDEA; § 504]

English Language Learners are evaluated with the English Language Proficiency Assessments for California (ELPAC) and to identify and measure their progress in English Language proficiency. Students in grades 5, 7, and 9 also participate in Physical Fitness Testing (PFT). [EC 52060, 52066, 60800]

■ Local Control Funding and Accountability

The Local Control Funding Formula (LCFF) provides money to school districts with a uniform base grant for every student, adjusted by grade level. Districts also receive adjustments for the number of students living in poverty, English learners, and foster youth. Then there are further adjustments for concentration of these groups if they are above 45% and at 55% of the district's enrollment. More information about the LCFF is available at www.cde.ca.gov/fg/aa/lc/.

The Local Control Accountability Plan (LCAP) is a critical part of the LCFF. Each school district is required to engage parents, students, teachers, principals, administrators, other employees, employee associations, and stakeholders to establish their plan. The LCAP must focus on eight state identified priorities:

- | | |
|--------------------------------------|-------------------------|
| 1. Basic Services | 3. Parental Involvement |
| 2. Implementation of State Standards | 4. Pupil Achievement |
| | 5. Pupil Engagement |

6. School Climate
7. Course Access
8. Other Pupil Outcomes

The plan must describe the overall vision for students, annual goals including language acquisition, and specific action to achieve these goals. The plan will demonstrate how the district's budget will help achieve the goals, and annually assess how well the strategies improved outcomes. Anyone can bring or forward ideas or comment to the governing board on proposals or expenditures at parent or community engagement meetings. Complaints regarding the LCAP may be filed anonymously or using the District Uniform Complaint Procedures. [EC 305, 47606.5, 47607.3, 52060-52076; 5 CCR 4600, 4622]

Language Acquisition Programs

Language acquisition programs are designed to ensure that English learners acquire English as rapidly and effectively as possible. They provide instruction based on the state-adopted academic content standards, including English language development (ELD) standards.

The District offers a Structured English Immersion program in which nearly all instruction is in English with curriculum and presentation designed for students who are English learners. [EC 305(a)(2), 306(c)(3)]

Parents/Guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents/Guardians may submit written or verbal requests for the establishment of a language acquisition program in addition to the program available. Schools in which the parents/guardians of 30 pupils or more per school or 20 pupils or more in any grade request a language acquisition program are required to offer such a program to the extent possible. Please contact the District office or your school principal for more information. [EC 306(c), 310; 5 CCR 11310]

Parents/Guardians have a right to opt their child(ren) out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. [20 USC 6312(e)(3)(A)(viii)]

Academic Counseling

Counseling related to academic and/or nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender, gender identity, the gender listed in their records, or any protected group as defined by State or Federal law. School counselors offer social and emotional support as well as academic advice. They are credentialed educators specializing in pupil services. They help students in grades 7-8 make decisions about courses, extra-curricular activities, and preparation for college and/or careers. The District Uniform Complaint Procedure (see page 58) may be used to file a complaint. [EC 221.5, 221.8, 48980, 49600, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D; ne]

District Courses

Annually the district prepares a standards-based instructional pacing guide that contains curriculum, course titles, aims, and descriptions. The guide is available at each school site and may be reproduced at cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA; ne]

Our library has a rich collection of books. Each library is equipped with a balance of fiction and non-fiction books in a multitude of genres. Our program has been enriched by Media Clerks at each school site. Each Media Clerk has a designated makerspace in the library. Students are encouraged to gather to create, invent, tinker, explore, and discover using a variety of tools and materials.

Homeless, Migratory, Foster, Military, and Juvenile Court Youth

Homeless, migratory, foster, military family, juvenile court youth, or youth participating in a newcomer program have special rights related to graduation and partial high school credits. They have the right to an adult to help make educational decisions. Foster and homeless youth also have special rights associated with college funding, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used

to file a complaint. [EC 48645.3, 48645.5, 51225.1-51225.3, 56055; 5 CCR 4622; WIC 361, 726]

■ Curriculum and Personal Beliefs

Whenever any part of the instruction in comprehensive sexual health, sexual abuse, or human trafficking prevention education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. No student shall be penalized, sanctioned, or disciplined for such an excuse, and shall have an alternative education activity available. [EC 51240, 51938, 51950; PPRA]

Family Life, Human Development, and Sexual Health Education

Your child will be taking classes in compliance with the California Healthy Youth Act. These will include comprehensive sexual health education, HIV education, and research findings regarding pupil health behaviors and risks. Students in grades 7-12 will gain a deeper understanding of HIV transmission, prevention, and treatment. They will also be taught about the prevalence of human trafficking and the methods traffickers employ, including social media and mobile devices. You will be notified before such instruction. Any written and audio-visual educational materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker. You have a right to request, in writing, that your child not participate in any or all activities. You may withdraw this request at any time. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses. In this District, staff teaches these classes. During this class, students in grades 7-12 may be asked to anonymously, voluntarily, and confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained

online at <https://leginfo.legislature.ca.gov>. [EC 51933-51939]

Tests/Surveys on Personal Beliefs

You and/or your child(ren) over 18 will be notified before administration of any confidential test, questionnaire, or survey containing questions about your child's, or your personal beliefs, political practices, mental health, anti-social, illegal, self-incriminating, demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility for receiving financial assistance), sex, family life, morality, or religion. You will be asked for written permission except for exempt surveys (in grades 7-12) that are part of sexual health programs or State surveys. Parents may opt their child(ren) out of all surveys, without penalty, including those seeking information to be used in marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to surveys and personal information. Notice will be sent to parents prior to such test or survey. If you believe your rights have been violated, you may file a complaint with the Family Policy Compliance Office at U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920. [EC 51513, 51938, 60614; 60615; PPRA; 34 CFR 98; ESEA]

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [EC 32255-32255.6]

■ College and Career Planning Tools

Parents/Guardians now have direct access to online tools and resources that help them

prepare their child(ren)'s path to college and a career. Student information can be shared directly throughout the college admission process. Individual student data from California Longitudinal Pupil Achievement Data System (CALPADS) is linked with the California College Guidance Initiative (CCGI). Tools such as www.CaliforniaColleges.edu can be used as early as sixth grade and through 12th grade. It also helps with scholarships and financial support through programs like the Student Aid Commission. [EC 60900.5; FERPA]

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

■ Pupil Records

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, inspect, and get copies of school records within five business days of a written or oral request or before any meeting regarding an individualized education plan (IEP) or a hearing. Those records are confidential, and privacy will be maintained. Student records are provided to schools where student transfers or wants to enroll. In some instances, information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers, law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects.

The records include transcripts, discipline letters, commendations, attendance, health information, and test scores. The records are maintained at the school site by office staff. There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can

look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for ten cents (10¢) per page. If you cannot afford the cost of copies, they will be provided free of charge. With the proper documentation, the records can be changed to reflect a legal change of name and/or gender of a student or a former student. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49064, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24; FERPA]

Students of Military Families

For a smoother transition, the District has established guidelines for transferring credits and meeting graduation requirements of students from military families. Also, students can be registered in their district of choice, but must provide proof of residency within 10 days. [EC 51225.1, 51225.2]

Student Data from Social Media Websites

School Districts may now adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the District or turning 18. [EC 49073.6]

■ Regulations Regarding Pupil Achievement

The Board of Education believes good

communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. [EC 49067]

■ Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.37, 200.53, 200.55, 200.57, 200.61]

■ Release of Directory Information

The law allows schools to release “directory information” to certain persons or organizations including military recruiters. Directory information includes student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating nationality. You may have the district withhold any of this information by submitting a request in writing by September 30, 2025. Written notification received after the date specified will be honored, but the student's information may have been released in the interim. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [EC 49061(c), 49070, 49073(c), 56515; FERPA; ESEA]

District Policy on Directory Information

School officials and employees of a district shall not collect information or documents regarding citizenship or immigration status of pupils and their family members, except as required by law or required to administer a state or federally supported educational program. GUSD shall report to the responsible governing board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures confidentiality and privacy of any potentially identifying information. If an employee of a school is aware that a pupil's parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care. A school is encouraged to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the pupil's care unless the school is unable to arrange for care through the use of emergency contact information or other information or instructions provided by the parent or guardian. The district's governing board shall do both of the following:

- a) Provide information to parents and guardians, as appropriate, regarding their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information relating to “know your rights” immigration enforcement established by the Attorney General and may be provided in the annual notification to parents and guardians pursuant to EC Section 48980 or any other cost-effective means determined by the LEA.
- b) Educate pupils about the negative impact of bullying other pupils based on their actual or perceived immigration status or their religious beliefs and customs.

[BP 5125.1 January 2009; EC 234.7, 49061, 49063, 49073, 49073.5, 49603; FERPA; 10 USC 503; 20 USC 7908; 42 USC 11434a]

■ School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, disasters, and criminal activity. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

Facilities, Safety, or Transportation

Please address questions or concerns regarding school facilities, safety or transportation to your school's principal.

Specific further procedures regarding informal and formal complaints about student matters, instructional matters and materials, school personnel, or special education are contained in the following Board Policies.

Disaster Plan

Our primary concern during a disaster is the safety of the students. Students participate in fire and earthquake drills that are held on alternate months. The children are taught the proper procedures for taking cover, orderly evacuation of the building and other safety precautions.

Greenfield Union School District schools have an emergency plan that is revised and reviewed with the staff each year. It covers such contingencies as bomb threats, explosions, earthquakes and other disasters. Students will participate in Alert, Lockdown, Inform, Counter, Evacuate (ALICE) drills, fire drills, lock-down drills, and earthquake drills.

Greenfield students will remain at school in times of emergency. Emergency food and water are stored on site. We would relocate the children to a safer facility only if the school itself becomes hazardous for them.

In the event of a disaster, we will maintain

battery-operated radio contact with the GUSD office. The district office will in turn notify local radio stations of school closure, relocation of students or other relevant information. Parents should get their news from these sources rather than calling the school or district offices, since telephone lines should be kept clear during any emergency.

STUDENT SERVICES

■ Student Meal Program

Meals are provided to all students at no cost. To continue this program, we request that every family in the district complete a free or reduced meal application and return it to the school, even if you feel you do not qualify. This form helps the district secure funding. Applications are available online, at your school site office, and at the district office. [EC 49510-49520, 49558; 42 USC 1761(a)]

A lunch menu is posted each month in each cafeteria and also posted on our district website.

Food & Drink Policies

Parents please help us to enforce the following rules:

- Glass; Please do not send food or drinks in glass.
- Candy, soda, gum, and any other high-sugar treats are not allowed on campus.
- No homemade treats are allowed.

Students should leave hot Cheetos, Takis or similar snacks, chips, energy drinks, Gatorade, soda, caffeinated beverages, and sugary drinks at home.

All students are expected to do the following:

1. Treat everyone with respect.
2. Pick up all trash and put it in the proper container.
3. No food fights or throwing anything.
4. Keep all food and drinks in the designated eating area in the quad and cafeteria.

Birthday treats are not allowed.

■ Student Use of Technology

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to District goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The 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. Students shall be allowed to use such technology, including AI technology, in accordance with District policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the District, whether accessed on or off site or through District-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable

technology; or any wireless communication device, including radios.

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.

Before a student is authorized to use District technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and 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 the use of District technology, as defined above, 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 the 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 Board Policy/Administrative Regulation 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.

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.

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 regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the District's processes and procedures related to the protection of the District's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 – Student Records.

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. [BP 6163.4 December 2024; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; CC 3120-3123; 15 USC 6501-6506; 20 USC 7101-7122, 7131; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.520]

Greenfield Union School District **Technology Guidelines**

Mission:

At Greenfield Union School District it is our mission to provide equitable access to technology for all students. We are a 1:1 school district committed to maintaining technological excellence, while maintaining fiscal responsibility through sustainable enhancement programs.

Vision:

Our vision is to maintain our district philosophy of “All Means All”. Providing learning opportunities for all of our students by means of innovative technology tools and programs.

General Information – Welcome

We are extremely excited to have the opportunity to be a 1:1 school district. This means that every student district wide has access to their own technological device.

This technology provides each student with a device to access a world of information via educational resources available on the internet. It also provides the tools needed to support academic performance, creativity, collaboration, interest in STEM, and overall enthusiasm for learning.

Technology has the ability to transform teaching and learning in our schools by:

- Promoting student engagement and enthusiasm for learning through the use of apps and interactive websites.
- Encouraging collaboration among students, teachers, parents, community members, and people around the world through interactive communication capabilities.
- Guiding students with access to knowledge to empower their learning opportunities.
- Allowing students to have meaningful interactions with their peers.
- Preparing all students with the knowledge and resources to be successful in our technological world.

Student Rights and Responsibilities

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and level of maturity. It is expected that students respect the rights and privileges of their peers. Their peers include but are not limited to students, teachers, and district staff. All students shall exercise their rights responsibly and in compliance with the district’s educational mission and vision.

Digital Citizenship

As part of our district’s commitment to digital citizenship, safety, acceptable use of technology, and compliance with the Children’s Internet Protection Act (CIPA), parents/guardians and students must complete Digital Citizenship training before being issued a device. Students are required to complete ongoing digital citizenship lessons and activities on Common Sense Media throughout the duration of the school year. For more information regarding digital citizenship for parents/guardians and students, please visit www.commonsense.org.

Daily Care and Maintenance

Students are responsible for the general care and maintenance of their assigned technology. To maintain and care for the assigned device, students are expected to:

- Bring charged devices to class daily.
- Avoid food or drink near the device.
- Keep assigned devices in their possession at all times, unless directed otherwise.
- Always keep devices in their assigned case and assigned bag.
- Keep devices clean and free of stickers and or writing.
- Check the device keyboard for any obstruction before closing the device.

Security Monitoring and Filtering

Technology devices will be protected and monitored by security software to protect student internet access in accordance with the Children’s Internet Protocol Act (CIPA).

- Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in and of themselves. Every user must take responsibility for his or her use of the network and internet and avoid objectionable sites. It is an expectation that the user reports any instances of unblocked material within our filtering software to a teacher, administrator, or the District's IT department.
- Any attempts to defeat or bypass the district's internet filter or conceal Internet activity are prohibited (proxies, virtual private networks, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content).
- E-mail inconsistent with the educational and research mission of the district may be considered spam or junk mail and blocked from entering district email boxes.
- The first line of defense in controlling access by minors to inappropriate material on the internet is deliberate monitoring of student access to district devices.
- Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to ensure that student use conforms to the mission and goals of the district.
- Staff must make a reasonable effort to become familiar with the internet and to monitor, instruct, and assist effective and appropriate use.
- Students and staff members may request access to internet websites blocked by the district's filtering software. The request must be submitted in the form of a ticket, utilizing our ticketing system. The requirements of CIPA will be considered when evaluating the request.
- Electronic transmissions and other use of the GUSD communication systems by staff and students shall not be considered confidential and may be monitored at any time by designated

district staff to ensure appropriate use. The district reserves the right to disclose any electronic messages to law enforcement, or third parties as appropriate.

- Parents are responsible for monitoring and ensuring students are on task and not violating any of the user policies when utilizing technology at home.

Disclaimers

- GUSD does not make any warranties whether expressed or implied for the technological services provided.
- GUSD is not responsible for any personal technology confiscated due to violation of school policy.
- GUSD will not be responsible for any damages incurred by the user, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions.
- Use of any information obtained online is at the user's risk. GUSD denies any responsibility for the accuracy or quality of information obtained from its services.
- Every user is individually responsible for their own actions., including, but not limited to, any monetary commitments made through internet communication.
- GUSD does not condone, support, endorse, or authorize the individual actions of users of the district's communication technology resources, including but not limited to, email, text messages, and social media communication.
- Any violation of the policies listed in this document may be subject to discipline for both staff and students in the form of reparation of damages, reprimand, or administrative action.

Policies Regarding Bullying

Bullying is defined in Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the right of the victim at school.

Bullying includes cyberbullying. Cyberbullying is also defined in Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or another type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district has adopted policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading or ostracism.

If a student believes that they have experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary action or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administrative team, the board may decide to transfer a student found to have engaged in bullying to another classroom on campus in response to an identified case of bullying. In consultation with the student's parent, the student may also be transferred to another campus within the district.

The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the school district. A copy of the district's policy is available upon request.

Data Usage Guidelines

Certain student devices have assigned LTE connection, or have been assigned a data hotspot to use at home. These devices have a data usage limit of 30GB per month to support access to the internet when Wi-Fi is not available. Students are expected to routinely monitor their data usage and connect to home or school Wi-Fi whenever possible to avoid reaching the data usage limit. If

students exceed the data limit they may experience interruptions or a slowed connection.

The data connectivity devices may only be used for the assigned student's educational purposes. Any other use may result in loss of access to the device. Students are expected to follow the same code of conduct for internet use as they follow in the classroom. The district remotely monitors the activity and usage of the students' devices.

Consequence Procedures

What happens if I forget my device at home, forget to charge it, misplace it, misuse it, use it unacceptably in class, or break it?

Having technology available to us is a special opportunity for both staff and students. We expect that everyone utilizes technology responsibly.

However, if students do not meet those expectations there are consequences. Some of the consequences may include:

- Student / Parent / Teacher Conferences
- Restricted day usage of iPads via library loaner iPads
- Additional Digital Citizenship training
- Fines for the damages incurred are equivalent to the cost of device replacement
- Other Classroom and or Administrative Consequences are at the discretion of the administrative team.

GUSD Acceptable Use Agreement

All parents or legal guardians of students under 18 must read and sign The Greenfield Union School District (GUSD) Acceptable Use Agreement. As the parent or legal guardian, you must read and acknowledge that you understand that your child or dependent must comply with the provisions of the GUSD Acceptable Use Agreement. You must give full permission to GUSD to provide your child or dependent with access to GUSD Technology including but not limited to the loan of a GUSD Chromebook or laptop for educational purposes including distance learning.

You must accept full responsibility for the supervision of the student's use of the GUSD

Technology, including the GUSD Chromebook or laptop and student's GUSD User Account and the Internet at home or while not in a school setting. You must understand and agree that in the event a third party makes a claim against GUSD as a result of your child or dependent's use of the GUSD computer network, GUSD reserves the right to respond to such a claim as it sees fit and to hold all offending parties, including my child or dependent, responsible.

You must release GUSD, its affiliates and its employees from any claims or damages of any nature arising from my child or dependent's access or use of GUSD Technology. You must also agree not to hold GUSD responsible for materials improperly acquired on the system, or for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

This agreement shall be governed by and construed under the laws of the United States and the State of California.

Device Use Agreement

GUSD's technology devices for instructional, educational and distance learning purposes are an important part of helping students develop skills that are critical for the 21st century. The Device Use Agreement, along with the Acceptable Use Agreement and Board Policy 6163.4 (all of which are incorporated by reference) notifies parents and students about the acceptable ways in which this device may be used. Please read and acknowledge this agreement.

If a student is using a GUSD-owned device, they shall abide by the GUSD Acceptable Use Agreement, all applicable Board Policies and this Device Use Agreement. Students may use the GUSD-owned device for educational purposes only. Any use of a GUSD-owned device may subject the contents of the device and any communications sent or received on the device to be disclosed pursuant to a lawful subpoena or public records request.

In accepting the loan of a GUSD-owned device, student and parent or guardian agrees as follows:

1. I will take good care of the device loaned to me

and know that I will be returning it every school year or prior to any withdrawal from GUSD in good, working condition.

2. I will follow the policies outlined in the Acceptable Use Agreement and other applicable laws and GUSD Board Policies regarding the use of this device at school or at home.
3. I will never leave the device unattended or unprotected in public. Any device left unattended and found on campus, should be turned into the main office. Devices shall not be stored in campus overnight, unless required by the staff.
4. I will never loan out the device, to other individuals or allow others to use my login credentials.
5. I will bring the device to class when instructed by a teacher with a fully charged battery. I will comply with all teacher directives regarding appropriate use of the device, such as, shutting down, minimizing windows, storing the device, etc. If a device is left at home or is not properly charged, I understand that I am responsible for completing all coursework and a loaner device will not be available. Forgetting to bring the device to school does not excuse or exempt me from any class work rendered late or incomplete. Repeat offenses may result in disciplinary action.
6. I will use the device as a supplemental learning tool and not to disrupt class.
7. I will use the device in ways that are appropriate and educational, and will not circumvent GUSD's security on the device.
8. I will not use the device to release personal information about myself, other students or staff on the Internet or in electronic communications, unless and expressly authorized by a teacher related to a classroom assignment.
9. I will not repair the device without express written authorization from GUSD. I understand that GUSD will not repair or replace a device

without the required payment or paperwork from the student's parent/guardian.

10. I will not alter, modify or deface the device in anyway. This includes, but is not limited to: replacing, writing or drawing on the device; or affixing stickers or labels to the device.
11. I will not remove, upload, alter, modify or circumvent the management system, any software and/or security that GUSD has installed on each device.
12. I will stay connected to the GUSD wireless network while working on a device on campus, and shall not turn off the device's wireless setting or connect to other wireless networks unless otherwise instructed by GUSD staff.
13. I will notify teachers immediately with any issues regarding homework due to malfunctions or technical issues. I understand that malfunctions or technical issues are not acceptable excuses for failing to complete an assignment. GUSD reserves the right to determine whether any work completed prior to the malfunction will be considered for academic credit on a case-by-case basis.

Damage, Theft, Loss or Destruction

The parent/guardian may be responsible for all damage, theft, loss or destruction to the device loaned to student in an amount up to the value of the device and related GUSD-owned accessories.

If the device is damaged, lost or stolen, the parent/guardian must report the incident to the main office and/or principal within 72 business hours.

This agreement shall be governed by and construed under the laws of the United States and the State of California.

Digital Citizenship Pledge

When using technology on and off campus students will abide by the following digital citizenship pledge:

- I will communicate responsibly and kindly with others online.

- I will stand against cyberbullying of myself and others, and inform an employee of GUSD.
- I will protect my own and others personal and private information online.
- I will give proper credit when using or referencing the work of others.
- I will visit safe and appropriate websites.
- I will use my device as an educational tool to prepare me for my future.
- I will follow the GUSD student Acceptable Use Agreement.

Student and parent or legal guardian must acknowledge that they understand and agree to the “Digital Citizenship Pledge”

If there are any questions or concerns regarding any of the guidelines and policies described in this document, please feel free to reach out to our technology department at (831) 674-2840 Ext. 2044 or gusdttech-do@greenfield.k12.ca.us. Our team is happy to assist you and answer any questions that you may have.

■ School Accountability Report Card

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.greenfield.k12.ca.us. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

■ Services to Students with Disabilities

If you have reason to believe your child (ages 0 through 21 years) has a disability requiring special services or accommodations, contact the school. Your child will be evaluated to determine whether he/she is eligible for free special or modified instruction or services.

The district wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and referral. Students

identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

Referral to Individualized Educational Program

Children who experience difficulties in school can be referred to the school for further testing. After a referral is made and parents’ written permission is obtained, the team will assess the child’s educational needs using a variety of tests and observations.

A Student Success Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential and student success. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.

The IEP Team consists of the Principal, Psychologist, Classroom Teacher, Special Education Teacher, Speech Therapist, Occupational therapist, Nurse, and Parent(s)/Guardian(s). The team then meets to consider and discuss all the information and determine methods of meeting the child’s special needs if the students qualify. Possible recommendations include modification of classroom instruction, extra help by the Resource Specialist, Counseling, Speech and Language Therapy, special class placement, or combinations of these and other related services.

Throughout the process, we keep parents informed, totally involved, and we secure their permission for all steps.

■ Married, Pregnant, or Parenting Students

A student under 18 years old who entered a legal marriage has rights and privileges as if they were 18 years old, even if the marriage has been dissolved.

Pregnant or parenting students who are 18 years old or who have permission from their parent/guardian may, but are not required to take

excused leave for up to eight weeks to protect the health of the student and the infant. More than eight weeks may be granted if it is deemed medically necessary. Certification from a physician or nurse practitioner that the student is able to participate in the regular education program may be required only if it is required for students returning from other temporary disabilities.

A parenting student may be excused for absences as listed under “General Absences” on page 10. They may also be excused as the custodial parent to care for a sick child. A note from a physician shall not be required for such an absence.

Accommodations

When necessary, the District shall provide accommodations for the student to access and participate in the educational program. Reasonable accommodations shall be provided to any lactating student to express breast milk, breastfeed, or any other breastfeeding related needs. These accommodations include, but are not limited to a private, secure room other than a restroom to express milk or breastfeed, and a reasonable amount of time to do so; permission to bring equipment for expressing milk onto campus, and access to power to operate it; and a safe place to store expressed milk. There shall be no penalty for using these accommodations, and opportunity to make up any missed work shall be available.

Educational and Support Services

Pregnant or parenting students will not be required to complete schoolwork or other requirements while on leave. Time shall be provided to make up work without penalties. They may be allowed a fifth year to complete high school graduation requirements unless administration determines they are capable of completing graduation requirements in four years.

These students may choose to return to the same school or choose to attend an alternative program with access to comparable courses, programs, and activities. Generally, a classroom setting is preferred unless an alternative will better meet the needs of the student and/or their

child. Any alternative program offered specifically for pregnant or parenting students shall be comparable to that offered to other students, and participation shall be voluntary.

Childbirth, pregnancy, or related recovery will not in and of itself deny a student access to any educational program, course, or activity.

As possible, and sometimes in collaboration with community organizations or agencies, the District will provide services to pregnant and parenting students and their children. These services may include academic and personal counseling; supplemental instruction; parenting and life-skills education; childcare and development services; special nutrition and supplements for pregnant and/or lactating students; health care services; and tobacco, alcohol, or drug prevention/intervention. Where appropriate, staff shall get related professional development.

The District shall not treat students differently based on their actual or potential parental, family, or marital status on the basis of sex. Complaints related to pregnancy, marital status, parental status, or lactation accommodations can be made using the “Uniform Complaint Procedure” on page 58. [BP 5146 August 2019; EC 221.51, 222, 222.5, 230, 46015, 48200, 48205, 48980, 49553; 5 CCR 4600-4670, 4950; FC 7002; HSC 104460; 42 USC 1786; 7 CFR 246.1-246.28; 34 CFR 106.40]

Pupil Fees

While there are limited exceptions, families and students should not have to pay fees for most items related to public education. There are four types of fees identified in Education Code:

Pupil Fees: No fees or deposits can be required or collected for items including, but not limited to, materials, supplies, equipment, uniforms (i.e. band, cheerleading, basketball), lockers, locks, books, class apparatus, musical instruments.

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a

student's education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

Voluntary Donations: While voluntary donations may be suggested for activities, no student may be denied participation based on the family's ability to make a donation.

Exceptions – When fees may be required: By law, there are exceptions to the prohibition against charging fees or deposits. Exceptions include, but are not limited to, transportation to non-essential activities, non-essential events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal and may be filed anonymously. [EC 17551, 17552, 32033, 32220-32224, 35330, 35331, 38084, 38120, 39807.5, 49010-49014, 49065, 51815, 52373, 52922; 5 CCR 4610, 4630]

STUDENT HEALTH

In order to decrease exposure to illness and to promote a healthier classroom environment, please review the following guidelines.

Use common sense:

- Don't send your child to school with an illness that could spread.
- Don't send your child if he/she would be miserable all day or would distract the other children.
- Have "just in case" care arrangements for your child in the event you are unable to stay home with a sick child.

Keep your child at home if he/she:

- Has a temperature of 100°F or more. Your

child should remain at home in bed for the day and should be fever free for 24 hours before returning to school. Many children will have no fever in the morning, only to have it return later in the day.

- Has been diagnosed with a strep infection. Your child should be on antibiotics for 24 hours before returning the school.
- Has a sore throat, especially with fever or swollen glands in the neck.
- Has vomited during the night and into the morning.
- Has a persistent cough, chest congestion, or discolored nasal discharge.
- Has persistent diarrhea during the night and into the morning.
- Has a red eye with thick purulent drainage or discharge that has crusted over during sleep. Your child may return to school after the eye is clear, or 24 hours after starting medical treatment, or with written permission from the doctor.
- Has a body rash that you cannot identify, or that is accompanied by a fever.
- Has head lice. Treat with lice removal products and remove all nits before returning to school. Child must be examined by health office personnel upon return. See "Head Lice" on page 31 for more information.

Please call the Health Aides Office at your school if you have any questions.

Illness At School

Should your child become ill at school and need to go home, you will be notified by the office personnel. If we are unable to reach you, the person designated on your emergency card will be contacted. Students that are sick and need to go home due to being sick may not walk home alone. Students need to be picked up by an adult.

■ Emergency Card

The school must have a current emergency card for each student. Please notify the school office

manager of any changes in address, home, work, and emergency telephone numbers.

■ Student Wellness

The Greenfield Union School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish connections between health education and school meal programs.

Wellness has a direct impact on a student's learning and social development. There are laws and policies that support and protect student wellness.

Students are encouraged to drink water throughout the school day. They are allowed to bring and carry water bottles except in libraries, computer labs, science labs, or other places where it may be dangerous to have drinking water. [EC 38042]

Students can wear sun protective clothing when outdoors, including, but not limited to hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [EC 35183.5, 35291]

Physical Wellness

There is a link between student wellness and learning. Greenfield USD is working to provide a comprehensive program promoting healthy eating and physical activity for all of our students. The District gets feedback from food service personnel, school administrators, school nurses, parents, students, P.E. teachers, the Wellness Committee, and the broader community. We monitor measures that include nutritional content of meals, how many students participate in the meal program, and sales of non-nutritious foods outside the District's meal program. Outside treats that do not meet nutritional guidelines are not allowed at classroom parties.

If you are interested, the full policy is available at the school office. Talk with your principal you are

interested in being part of the wellness committee on your campus.

District Support Staff

Our School Nurse performs health assessments, vision and hearing screening, health instruction, first aid and counseling for health problems. She is available to help teachers with nutrition, health instruction, and counseling for health problems. She is on each campus one day per week. We also have a health aide at each site to whom you can forward any questions and concerns.

Our Psychologists perform psychological testing, counseling for students, and consultations with school staff members and parents. The Psychologists are essential members of the School SST/IEP Team.

Our Speech and Language Specialist provides direct small group or individual instruction to correct speech and language difficulties. The specialist screens all children in kindergarten to second grade, children new to our district, and children referred to him.

Student Access to Mental Health Services

School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services is simple; contact your school counselor, nurse, health aide, principal, or the district office. In the community a good place to start may be to dial 211 for referrals in your area or to call Monterey County Behavioral Health in King City at (831) 386-6836 or in Salinas at (831) 784-2150. If you are in crisis, contact this number or dial 911 immediately. [EC 49428]

Suicide Prevention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs. The District makes an effort to reduce suicidal behavior and its impact and has developed strategies to intervene. These may include staff development, student instruction in coping skills, informing parents/guardians, methods for promoting a positive school climate,

crisis intervention, and counseling (including for bereavement). Information about district programs and services and links to community and statewide resources are available on the District's website at www.greenfield.k12.ca.us. Students can also reach out for help 24-hours / 7-days a week from the California Youth Crisis Line at (800) 843-5200. [EC 215, 234.5, 234.6, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52 February 2024]

Tobacco-, Alcohol-, and Drug-Free Schools

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote student health and well-being. The district has prevention and intervention programs. There may be programs through the district or in the community to support students' cessation from use of tobacco, alcohol, or drugs. For more information, please contact the school/district nurse or a school administrator. [EC 51202-51203, 51260-51269; HSC 104420, 11999-11999.3]

■ Immunizations

Documented proof that immunizations are up-to-date is required before attending school; districts may not allow "conditional" admittance into schools. Students may not participate in a classroom setting unless they have been fully immunized against diphtheria, hepatitis b, haemophilus influenza type b, measles, mumps, pertussis (whooping cough), poliomyelitis, rubella, and tetanus. Students must be immunized for varicella (chickenpox) or provide proof from a doctor stating they have had the disease.

If an outbreak of a communicable disease occurs, a non-immunized student will be excluded from school for their own safety until such a time as directed by health officials or district administration. [HSC 120325, 120335, 120375, 120400-120435, 120440, 120480; EC 48216, 48852.7, 48853.5, 49403; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

Parents/Guardians of students entering grade 6 are advised to follow current immunization guidelines, as recommended by the Centers for Disease Control and Prevention, the American

Academy of Pediatrics, and the American Academy of Family Physicians, regarding immunization against human papillomavirus (HPV) before admission or advancement to grade 8. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. [EC 48980.4; HSC 120336]

Exemptions

These requirements do not apply if a form from licensed physician cites why they should not. The physician submits the standardized electronic form directly to the California Immunization Registry (CAIR) and to the school for exemption; this is the only form the school will accept. The form will include physician information, the child's name and their school, the parent's/guardian's name, and the specific basis for and duration of the exemption.

Forms submitted prior to January 1, 2020 and exemptions based on beliefs opposed to immunization submitted prior to January 1, 2016 are valid until the pupil enrolls in the next grade span (through preschool, grades K-6, grades 7-12). Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying your County Health Department. [HSC 120325, 120335, 120338, 120370, 120372, 120372.05; EC 48216]

■ Physical Examinations

Many things impact a child's ability to learn, to progress, and to succeed; including their health. There are required immunizations that may be given during a physical exam by a physician. Your child may qualify for Medi-Cal or other government programs. You can contact Medi-Cal for information at (800) 541-5555 or your county health department at:

Monterey County Health Dept.
1615 Bunker Hill Way, Suite 190
Salinas, CA 93906
(831) 755-4960

There are some screenings that may happen at school. If you do not want your child to have

any, or all, of these screenings, give the school a written letter annually specifying which screenings you are denying consent for. If your child has had screenings outside of school, you may also submit a certificate verifying they have been done. When there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist [EC 49450, 49451; PPRA]

Vision and Hearing Screening

An authorized person will check your child's vision upon enrollment and in grades 2, 5, and 8 (unless they enroll into grade 4 or 7). Hearing tests will be conducted when your child is enrolled or first enters a District school. You may submit a letter annually denying consent or a certificate from a physician or optometrist verifying prior testing has been done. [EC 44878, 49451, 49452, 49452.5, 49455]

Oral Health Assessment

Oral health is a part of a child's overall health; a child with cavities is not healthy, even if it is in a baby-tooth. A child with cavities may have problems paying attention and learning. They need their teeth to eat properly, talk, smile, and feel good about themselves. Parents/Guardians must submit, by May 31st of the child's first year of school (TK, kindergarten, or grade 1), proof that their child's oral health has been assessed (no earlier than 12 months before the child started school). The assessment must be done by a licensed dentist or licensed or registered dental health professional. The parent/guardian may be excused from this requirement if the assessment would be a financial burden, there is lack of access to an appropriate professional, or they do not consent to the assessment. [EC 49452.8]

Head Lice

Children found with live lice will be sent home with the parents for treatment. When two or more students in any class have been identified as having a head lice infestation, all students in the class shall be examined. In consultation with the school

nurse, the principal may also send information about head lice home to all parents/guardians of the students in that class. Because no disease process is associated with head lice, data does not support school exclusion for remaining nits after appropriate lice treatment, although monitoring for signs of re-infestation is appropriate. The school nurse, as student advocate and nursing expert, should be included in the implementation and evaluation of vector control problems for the school setting. The school nurse retains an important role in educating all constituencies about head lice, and dispelling myths and stigmas regarding lice infestation. Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded for treatment. [BP 5141.33 February 2009; EC 48210-48216, 49451]

Medication at School

Children may take medication, which is prescribed by a physician, received in its original container, and can get help from school personnel during the school day. If your child needs to take medication (prescription or non-prescription) at school, please observe the following procedures:

1. Annually submit a medication consent form (available in the office) completed by the physician and the parent. On the form the physician must detail the medication name, method, amount, and time schedules by which the medication is to be taken.
2. Bring the medication in the original container to the office with your signed permission and specific instructions for administration.
3. In most cases, medication must be kept in the school office and administered by the school nurse or health aide. Children may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the medical consent form has been completed and submitted.
4. Except as listed above, children may not carry any medication on their person. This also includes "over the counter" nonprescription

medications such as aspirin, vitamins, cough drops, nose drops, etc.

This includes allowing a school staff member to volunteer and be trained to identify the need for, and to administer epinephrine to a student for anaphylaxis; glucagon as prescribed for diabetes; or anti-seizure medication as prescribed to a student diagnosed with seizures, a seizure disorder, or epilepsy. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine and/or anti-seizure medication. The District will have a supply of auto-injectable epinephrine at each school site. A school nurse or trained volunteer school employee may administer emergency naloxone hydrochloride or another opioid antagonist to persons suffering, or reasonably believed to be suffering, from an opioid overdose. [EC 49414, 49414.1, 49414.3, 49414.5, 49423, 49423.1, 49468.2, 49480]

The District does not allow parents to administer medical cannabis on campus. [BP 5141.21 April 2024; EC 49414.1; HSC 11362.79]

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the district designee of the medication being taken, the current dosage, and the name of the supervising physician. [EC 49480]

■ Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase accident insurance through the district for medical and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49472]

Under state law, school districts are required to ensure that all members of school athletic

teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. EC 49471]

Enrollment in a Health Care Plan

All children and their families must be enrolled in a health care plan. There are several options for getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California at (800) 300-1506 or online at www.coveredca.com. [PPACA]

School-Sponsored Athletics

If a student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, (2) complete a sudden cardiac arrest awareness form, and (3) sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format. [EC 33479, 49475, 49476]

High school athletes must sign a pledge they are not using steroids illegally or they will not be allowed to participate. Parents must sign a form notifying them of the restriction. [EC 49033, 60041; HSC 11032]

■ Diabetes Information

Diabetes is a health condition that affects how the body turns food into energy. Most food is broken down into glucose (sugar). When sugar increases in your bloodstream, your pancreas releases insulin. Insulin acts like a key to let the sugar into your body's cells to use as energy. When there isn't enough insulin or when cells stop responding to insulin, too much sugar stays in your bloodstream. Over time, this can cause serious health problems such as heart disease, vision loss, and kidney disease. There is no cure for any type of diabetes.

For both types, managing weight, eating

healthy food, being active, and getting enough rest can really help. Taking medicine as prescribed, getting diabetes self-management education and support, and keeping health care appointments can also reduce the negative impacts of diabetes.

Type-2 Diabetes:

Type-2 diabetes is when your body can't use the insulin it makes as well as it should. It is the most common form of diabetes in adults, and is becoming more common in children, especially overweight teens. It is estimated that one in three children born in the US after the year 2000 will develop type-2 diabetes.

Type-2 diabetes can be prevented or delayed through lifestyle changes and medical intervention, and it is treatable. Eating healthy foods in the correct amounts and exercising regularly (at least 60 minutes every day) can help children achieve or maintain a normal weight and normal blood glucose levels.

The first step is to visit a doctor who can determine if your child is overweight. A doctor can prescribe medication if appropriate and can order tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (may lead to full onset type-2 diabetes).

Type-1 Diabetes:

Type-1 diabetes is when your body simply doesn't make enough insulin. Type-1 diabetes is not preventable, but it is manageable. It is an autoimmune disease that may be caused by genetic, environmental, or other factors. It is usually first diagnosed in children or young adults, but it can occur at any age.

Risk Factors:

It is recommended that students displaying or possibly experiencing the risk factors and warning signs below see a doctor to be screened for type-1 and/or type-2 diabetes:

Being overweight: The single greatest risk factor for Type-2 diabetes is excess weight. In the US, almost one out of every five children is overweight. Being overweight more than doubles a child's chance of developing diabetes.

Family history of diabetes: Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity: Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups: Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type-2 diabetes.

Age/Puberty: Type-1 diabetes usually occurs in the early years, and before reaching puberty. Type-2 diabetes is more likely to develop during or near puberty, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms:

There are usually warning signs when a child might have diabetes. Not everyone with diabetes develops these symptoms, and not everyone who has these symptoms necessarily has diabetes. Type-2 symptoms generally develop slowly over time. Type-1 symptoms show up quickly – in a matter of weeks or even days, and are much more severe.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular/No menstrual periods, and/or excess facial and body hair growth in girl
- High blood pressure or abnormal blood fats levels
- For type-1; Nausea, vomiting, and/or stomach pain

Parents/Guardians of children displaying warning signs should immediately consult with the student's primary care provider to determine if screening for diabetes is appropriate. Following a diabetes's diagnosis, parents/guardians should work with the primary care provider to develop a lifestyle and medical treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Diabetes Screening Tests:

Your doctor may have your child take one or more of the following blood tests to confirm the diagnosis:

Glycated hemoglobin (A1C) test: A blood test measures the average blood sugar level over two to three months

Random (non-fasting) blood sugar test: A blood sample is taken at a random time; this test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test: A blood sample is taken after an overnight fast; a high level on two separate tests indicates diabetes.

Oral glucose tolerance test: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid.

If the primary care provider thinks your child has type-1 diabetes, blood may also be tested for autoantibodies (substances that indicate the body is attacking itself) that are often present in type-1 diabetes but not in type-2. The child's urine might be tested for ketones (produced when the body burns fat for energy), which may also indicate type-1 diabetes instead of type-2 diabetes.

More information can be found on these websites: California Department of Public Health, www.cdph.ca.gov; Centers for Disease Control and Prevention, www.cdc.gov/diabetes/; American Diabetes Association, <https://diabetes.org>.

The information provided in this booklet is intended to raise awareness about this disease. Contact your child's primary care provider,

school nurse, or school administrator if you have questions. [EC 49452.6, 49452.7; HSC 104250]

■ Meningitis

Meningococcal disease or Meningitis can be a life threatening infection that can be treated, but cannot always be cured. Routine vaccinations are recommended for 11-12 years olds, students entering high school and students living in college dorms. [HSC 120395-120399]

■ Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program using the form provided by the school district. This program is not meant to replace regular profession dental care. [HSC 104830-104865]

STUDENT BEHAVIOR AND CAMPUS SAFETY

All pupils have the right to participate fully in the educational process, free from discrimination and harassment. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

Students are encouraged to report anything they see or hear about that might be suspicious or dangerous to a teacher or other staff member. Any staff member that receives such a report will quickly take appropriate action, and the student's identity will remain confidential.

■ School Rules

You have a right to review school and district rules regarding student discipline. If you wish to do so, please contact the school office. [EC 35291, 48980, 51101]

Capsulized General School Rules

Every student should know these 9 basic rules:

1. All students will show courtesy and respect for all children and adults.
2. All students will follow directions.
3. All students will keep their hands, feet, and objects to themselves.
4. All students will follow lunchroom and lunch grass rules.
5. All students will follow playground rules and authority of playground supervisors.
6. All students will refrain from name calling, teasing, bullying, threatening, and swearing.
7. All students will refrain from taking or damaging the property of others or the school.
8. All students will stay on campus unless given permission by the principal or designee to leave.
9. All students will follow bicycle rules and refrain from using skateboards at all times.

Playground Rules

1. Use the asphalt playground and the big field at recess and noon. Stay out of the patios and halls.
2. Do not play in the bathrooms. Keep them clean. No adults are allowed to use student bathrooms.
3. Use the playground equipment as it is meant to be used.
4. Thirty swings (front/back count one) is a turn on the swings. No count backs.
5. Play games that are safe and show concern for others. Rough play such as wrestling, tackling, pushing, tripping, piling on, etc. are not permitted.
6. Go around games in progress.
7. Bounce balls against the handball walls. Bouncing the ball against building walls is not permitted.
8. No fronts, backs or holding places in line. If you leave, you lose your place.
9. Play games by the rules. Play fair and be a good sport. If there are lots of ways to play a game,

agree on the rules before the game starts. The first person in line is the judge and, if s/he does not see a play it is taken over.

10. Allow everyone to play a game. Close a game only when an appropriate number of players are participating: for example, five on a basketball team.
11. Once a game has been started, it cannot be stopped unless the bell rings or everyone agrees.
12. Return all balls, ropes, etc. to the appropriate place.
13. Respect the homes that border our playground. Do not climb over the fences to get balls for any reason. The balls will be returned later.
14. Solve as many problems as you can by yourself. If someone is bothering you, tell him/her quietly and directly that you would like him/her to stop.

If no rule applies, make wise choices. Use common sense and safety considerations.

Lunch Rules

1. The good manners you use at home are the same manners you should use at school.
2. Be respectful and courteous and follow the directions of the noon supervisors and cafeteria supervisors.
3. Walk to and from lunch. Remember to line up for hot lunch in alphabetical order by classroom.
4. Quiet conversation is enjoyable during lunch; shouting is not acceptable.
5. Pick up your papers and trash.
6. Empty trays into the trash can, put silverware in the container and stack your tray neatly in the kitchen window.

Bicycle Rules

1. Students must dismount when they reach the school grounds and proceed directly to the bike racks.
2. Students must lock their bicycles.

3. Students must walk their bicycles from the racks to the street.
4. The bicycle racks are strictly off-limits except for arrivals and departures.
5. Students are expected to adhere to the bicycle rules and regulations specified in the Vehicle Code of the State of California.
6. Bicycle riding in the hallways, patios, or parking lots is dangerous and strictly forbidden.
7. The school does not assume responsibility for bicycle theft or damage.

Skateboards: Students that ride skateboards to school must store them in the office upon arrival. Skateboarding on school grounds is not allowed at any time.

Motor Vehicles: It is against the law to ride motor vehicles of all types on school grounds. Violations of this law will be reported to the sheriff.

Please be sure that your children know and understand these rules.

Students who choose not to follow school rules will be disciplined. There will be suspension for a serious infraction. For further clarification or infractions leading to suspension, please refer to the guidelines in the district packet distributed to parents the first week of school or upon enrollment.

Animals on Campus

Please be sure dogs are secure at home. For safety reasons, animals are not permitted on school grounds and if we cannot locate the owner quickly, we will call Animal Control agencies.

■ Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in anti-bias shall be made known to students. When safe to do so, District employees must intervene

immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 get information about helping LGBTQ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.greenfield.k12.ca.us and online at www.cde.ca.gov, <https://calschls.org/about/the-surveys/>.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on page 57 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 244, 51101, 66250, 66260.6, 66270; PC 422.55, 422.6; 5 CCR 4900; BP 5131.2 February 2024]

■ Digital Communication Devices

Districts may regulate the possession or use of any cellphone, smartphone, pager or electronic signaling device, and use of social media while students are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. Students cannot be stopped from using such a device when: there is an emergency; there is a perceived threat of danger; when a teacher or administrator has said it is acceptable; or if it is part of an individualized education program (IEP). Possession or use is allowed if essential to student's health as determined by a licensed physician or surgeon. [EC 48901.5, 48901.7, 48901.8]

Upon arrival at school, students must turn off all cellphones, smart watches, and other electronic devices and secure them in their backpacks and out of sight until the students are dismissed for the day, and have left the school grounds. The School and/or the District are not responsible for damage, loss, or theft of personal devices.

■ Safety, Responsibility, and Cooperation

We expect our students to be polite and cooperative, to play safely, and to attend seriously to their school work.

Our goals in discipline are to establish safe, comfortable and productive classroom and school climates, and to enable and encourage students to develop responsibility, good self-concept, independence and self-reliance.

District and school site staff employs Positive Behavioral Interventions & Supports (PBIS) both to recognize and reinforce positive student behavior. All of our school personnel will make every effort to discipline in a positive, consistent manner and to use logical consequences for students' behavior. Students with chronic or serious misbehavior will be referred to the Principal.

Specific rules and standards are explained to all students at the beginning of the school year. Each classroom teacher also explains his/her particular rules and expectations to the students.

Consequences of Misbehavior Include:

- Warning (name on board, verbal comment, etc.)
- Removal from activity or from classroom
- Loss of appropriate privileges
- Referral to principal
- Restitution of property
- Telephone call to parents
- Detention
- Saturday school
- Suspension from school

We will involve parents in the discipline process whenever necessary by means of a phone call, a note, or a discipline referral from the principal.

■ Dress and Grooming

In cooperation with teachers, students and parents/guardians, the District has established rules governing student dress and grooming which are consistent with law, Board policies and administrative regulations.

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors. Students will be allowed to wear sun-protective clothing, including hats, for outdoor use during the school day.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The district may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

Gang-Related Apparel and Symbols

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. The District will collaborate with Law Enforcement

Agencies to update changes in gang-related apparel as necessary. ¹

School personnel will confiscate all prohibited or inappropriate items, and consequences will follow. On the first offense, the confiscated item may be returned to the student at the end of the school day. On subsequent offenses, confiscated items will be returned to the student's parent or guardian only. [BP/AR 5132 October 2021; EC 212.1, 220, 32280-32289.5, 35183, 35183.5, 48907, 49066]

■ School Bus Passenger Safety Rules

School bus passengers' behavior can directly affect their safety and the safety of others, the following rules apply at all times, including after school trips.

The use of Video cameras or video recordings may be used at supervisor or designee discretion.

- All riders shall follow the instructions and directions of the bus driver at all times.
- All riders should be courteous to driver and fellow passengers.
- Foul language is prohibited.
- All riders shall keep bus clean, eating food or drinks is not allowed on the bus. Riders shall not damage or deface the bus or tamper with bus equipment.
- No part of the body, hands, arms, and head should be put out of the window.
- No trash or objects are to be thrown out of bus windows.
- No animals are allowed on the bus without the permission of school principals.
- No Standing or walking while bus is in motion.
- Serious safety hazards can result from noise or behavior that is distractive to the bus driver. Loud talking, screaming or loud noises are prohibited.
- All passengers must always be alert of traffic when boarding and exiting the school bus.

The use of Video cameras or video recordings may be used at the supervisor or designee discretion.

The designee shall routinely review videotapes taken on school buses and shall document any evidence of student misconduct. If tapes are retained as part of an individual student disciplinary record it shall be maintained in accordance with the law and board policy governing the access, review and release of student records. Tapes retained as part of an expulsion record are non-privileged, disclosable public records pursuant to education code 48918.

Video tapes may be viewed by persons other than the superintendent or designee under the following conditions.

1. When student misconduct is revealed as a result of a school bus videotape or reported to the Superintendent or designee by a student, staff member or parent/guardian. Students involved in the incident and their parents/guardians may ask the Superintendent or designee for an opportunity to view the videotape.
 - a. Requests for viewing must be made within five school days of receiving notice.
 - b. A viewing shall be provided or denied within five days of the request.
 - c. Viewing will be limited to those frames containing the incident of misconduct.
2. Bus drivers and school administrators may ask to view a videotape in order to observe specific problem and work toward its solution.
3. Viewing shall occur only at a school-related site and in the presence of the designee.
4. All persons who view a tape shall be identified in a written log.

Any concerns can be directed to the Transportation Department (831) 674-2840.

■ Safety Beyond School

There are several topics where school districts

¹ The District has complete discretion in determining what clothing, accessories, and/or symbols are considered "gang related".

are either required or recommended to inform parents/guardians about student safety beyond school grounds, events, or activities.

Safe Gun Storage

Guns are now the third leading cause of death for children in this country. Over 80 percent of teens who commit suicide with a gun used one that belonged to someone in their home. Anyone who reasonably knows a child might access a firearm without permission, loaded or not, is criminally liable for where that firearm is taken, brandished, or how it is used. This includes all school facilities or activities, events, and public places. More Information about gun safety and the safe storage of firearms can be found at <https://oag.ca.gov/firearms/tips>. Those responsible for access to a firearm could lose the right to own a firearm for 10 years, face fines, imprisonment, and civil liability. When there is a threat of a homicide, school staff shall notify law enforcement. [EC 48980, 48986, 49390, 49391, 49392; PC 25000-25140]

Water Safety / Drowning Danger

Drowning is a leading cause of death and hospitalizations for California children ages 1 to 4, and one of the leading causes for youth up to 19 years old. Water safety and swimming education is very effective in helping to prevent drowning. The school or district may have information about where to enroll your child(ren) in these classes. [EC 51140; HSC 115920-115929]

Use of Synthetic or Counterfeit Drugs

Use of any drugs, including synthetic drugs such as fentanyl, that are not prescribed for you by your physician are potentially very dangerous. Fentanyl accounted for more than 80 percent of the drug-related deaths among youth in California in 2021. It is 50 times more potent than heroin, and 100 times more potent than morphine. Many counterfeit drugs are sold on the street as if they were known name-brand or generic drugs; and many of them may contain fentanyl or other dangerous synthetic drugs. Social media (i.e. TikTok, Whatsapp, Snapchat, etc.) is often the

source of misinformation about synthetic drugs. [EC 48980, 48985.5]

DISCIPLINE

■ Civility

The District believes that every person deserves to be treated with dignity and respect in their interactions within our School Community. Civility has an impact on effective operations and on the creation of a safe and positive school climate for everyone.

While respecting every individual's right to free speech, that right does not allow for disruption of school classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all school or district activities and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming and encouraging participation by everyone. Civility is hindered by disruptive behavior or speech, violence or the threat of violence, or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and District policies. [BP 1313 December 2021; EC 32210-32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC 51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

■ Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$25,100 in damages and another maximum of \$13,800 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or

until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Vandalism

Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/Guardians may be liable to pay fines as high as \$10,000 and be required to participate in the clean up. [PC 594-594.8]

Drugs, Alcohol, and Tobacco

Possession or use of illicit drugs (including cannabis), alcohol, or any tobacco product on District premises or at any District activity is strictly prohibited.

A student in possession or under the influence of marijuana (cannabis), concentrated cannabis, or any synthetic cannabinoid is subject to suspension or expulsion. A student under 18 also faces up to forty (40) hours of community service, ten (10) hours of drug education, and sixty (60) hours of counseling; a student 18 or older can be imprisoned for up to six (6) months and/or be fined up to \$1,000. It is illegal for anyone under 21 to possess cannabis or synthetic cannabis.

Possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or 30 hours of community service except for members of the military.

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or

nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as "e-cigarettes" or "vaping"). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

Impersonation on the Internet

Pretending to be another pupil or real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [PC 528.5]

Alternatives to Suspension or Expulsion

The Superintendent or the Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior. [EC 48900.5]

Suspension or Expulsion

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) (1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section

- 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - (e) Committed or attempted to commit robbery or extortion.
 - (f) Caused or attempted to cause damage to school property or private property.
 - (g) Stole or attempted to steal school property or private property.
 - (h) (1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
 - (2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
 - (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
 - (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
 - (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image
 - (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the

pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- (iii) (I) An act of cyber sexual bullying;
- (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with

exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

■ **Mandatory Suspension / Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled

substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for i) the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; ii) over-the-counter medication for medical purposes; or iii) medication prescribed for the pupil by a physician.

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

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

■ **Student Search**

The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is a reasonable suspicion to believe

the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the District may use drug-sniffing dogs if available. Employees shall not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

■ Release of Student to Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

PROTECTIONS, COMPLAINTS AND PROCEDURES

The District is primarily responsible for compliance with local, state, and federal laws and regulations; has policies and procedures to address allegations of unlawful discrimination, harassment, intimidation, bullying, and complaints alleging violation of laws governing educational programs, activities, and pupil fees. Employees, students, parents or guardians, school and district advisory committee members, appropriate private school officials and other interested parties are advised of the district policies and how to file a complaint if they so desire.

The district posts the established policies prohibiting discrimination, harassment, intimidation, and bullying in all schools and offices, including, but not limited to staff lounges, student government meeting rooms, and other areas where the public has access. Additionally, GUSD shall post a link to statewide resources, including community-based organizations, which shall be readily accessible to parents/guardians in a prominent location on the district's existing internet website. The district shall also include any additional information deemed important for preventing bullying and harassment. [EC 234.6]

■ Nondiscrimination / Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board, Superintendent, and county superintendent of schools in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Anti-Bullying and Anti-Harassment Policy

- The district shall adopt and publicize policies that prohibit discrimination, harassment, sexual harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.
- The district shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.
 - This information shall include

information related to the “Know Your Rights” immigration enforcement established by the Attorney General.

- The district shall inform students who are victims of hate crimes of their right to report such crimes.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student’s academic performance; or otherwise adversely affects a student’s educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 – Discipline, Board Policy and Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be

investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students’ access to the educational program by publicizing the district’s nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district’s policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district’s website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community’s understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district’s nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district’s educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Processing Complaints of Harassment and Bullying

The district shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender

- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
- The district shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- The district shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying,

shall be subject to disciplinary action, up to and including dismissal.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

- The district shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- The district shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
 - Discuss the varying immigration experiences among members of the student body and school community;
 - Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 - Identify the signs of bullying or harassing behavior;
 - Take immediate corrective action when bullying is observed; and
 - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive

prohibited behavior in district schools.² [BP 5145.3 February 2024; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 49060-49079, 51204.5, 51500, 51501, 60010, 60040-60052; 5 CCR 432, 4600-4670, 4900-4965; CC 1714.1; GC 11135; PC 422.55, 422.6; § 504; ADA; Title VI; Title VII; Title IX; 20 USC 1681-1688; 42 USC 6101-6107; 28 CFR 35.107; 34 CFR 100.3, 104.7, 104.8, 106.45, 106.8, 110.25, 99.31]

Additional Provisions for Nondiscrimination

The district provides, incident to the publicizing of policies against discrimination, harassment, intimidation and bullying described in EC 234.1, to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the district, information on existing school site and community resources related to the support of LGBTQ pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.

- a. School site resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ, or other at-promise pupils, counseling services, staff who have received anti-bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training school safety and other policies adopted pursuant to this article, including related complaint procedures.
- b. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ, or other at-promise pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.

The district has procedures for preventing acts of bullying, including cyberbullying.

- a. GUSD anti-cyberbullying procedures shall be readily accessible in a prominent location on

the district's existing internet website in a manner that is easily accessible to parents/guardians and pupils.

- b. The website shall also include a section on social media bullying that includes all of the following references to possible forums for social media bullying:
 - i. Internet websites with free registration and ease of registration.
 - ii. Internet websites offering peer-to-peer instant messaging.
 - iii. Internet websites offering comment forums or sections.
 - iv. Internet websites offering image or video posting platforms.

GUSD will follow the uniform complaint process to receive and investigate complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics, and shall include, but not be limited to, all of the following:

- a. A requirement that if a school employee witnesses an act of discrimination, harassment, intimidation, or bullying they shall take immediate steps to intervene when safe to do so.
- b. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the district.
- c. An appeal process afforded to the complainant in the case of a disagreement with the resolution of a complaint filed.
- d. All forms created relative to this process shall be translated as required by Education Code.

² Records related to unlawful discrimination, discriminatory harassment, intimidation, or bullying, shall be maintained for one review cycle.

■ Sex Discrimination and Sex-Based Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction / Information

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

1. What acts and behavior constitute sexual

harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found

to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 October 2020; EC 200-262.4, 48900, 48900.2, 48904, 48980; CC 1714.1, 51.9; GC 12950.1; 5 CCR 4600-4670, 4900-4965; FERPA; 20 USC 1221, 1681-1688; 42 USC 1983; Title VI; Title VII; 34 CFR 106.1-106.71]

Additional Provisions for Sexual Harassment

Every school district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX. Please see the listing on page 57 for GUSD's Title IX Coordinator.

1. The district must notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.
2. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person,

by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

3. Websites of the department's Office for Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in EC 221.8.
4. A description of how to file a complaint under Title IX, which must include all of the following:
 - An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the US ED OCR's internet website. An Internet web link to the US ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.

The district shall post a link to the CDE's Title IX information in a prominent location on the district's existing internet website in a manner that is easily accessible to parents/guardians and pupils.

The complaint procedures described in the administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined US Code.

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 – Uniform Complaint Procedures. The district's Title IX Coordinator shall determine whether the allegations meet the definition of sexual harassment under Title IX.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 – Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus, explain to the complainant the process for filing a formal complaint.

The district shall maintain as confidential any supportive measures provided to the complainant

or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures.

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the ADA or § 504

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process.

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint.

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or

any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 – Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint.

The district may facilitate an informal resolution process provided that the district:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following:

1. The district's complaint process, including any informal resolution process.
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient

time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence.
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall:

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
4. Not limit the choice or presence of an advisor

for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report.
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness.
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. Not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.
10. If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the district must provide notice of the additional allegations to the parties whose identities are known.
11. The district must ensure that Title IX

Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment in 34 CFR 106.30, the scope of the recipient's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A recipient must ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. A recipient also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

12. A district may consolidate formal complaints as to allegations of sexual harassment against one or more respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
13. When investigating a formal complaint and throughout the complaint process, a district must: (a) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties, provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional

acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a complaint process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the LEA must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3).

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter.

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct.

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

In making this determination, the decision-maker shall use the “preponderance of the evidence” standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees.

The written decision shall include the following:

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of the district’s code of conduct or policies to the facts.
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district’s educational program or activity will be provided by the district to the complainant.
6. The district’s procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district’s decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome,

or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
4. Issue a written decision describing the result of the appeal and the rationale for the result.
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district’s decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education’s Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised 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.

Remedies

When a determination of responsibility for

sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section “Supportive Measures,” but need not be non-disciplinary or nonpunitive and need not avoid burdening the respondent.

Corrective / Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section “Supportive Measures,” until the complaint procedure has been completed and a determination of responsibility has been made.

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion.

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

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

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years:

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district’s basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

[BP/AR 1312.3 February 2024; EC 221.6, 221.8, 234.6, 48900.2, 48915; Title IX; ADA; 20 USC 1092, 12291; 34 CFR 99.3, 106.8, 106.30, 106.44, 106.45]

Discrimination, Harassment, Intimidation, or Bullying Complaints

The District prohibits the following, and shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry,

historically associated racial traits, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, exceptional needs, neurodivergence, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program, categorical program, federally funded program, or activity that receives or benefits from state financial assistance.

The District is committed to equal opportunity for all individuals in education and in employment. The District shall promote programs that ensure non-discriminatory practices in all District activities. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the Districts website at www.greenfield.k12.ca.us. You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. If you want further details in this regard, or if you believe you or your child(ren) have been subjected to the above and wish to file a complaint, please contact the District official responsible for compliance with Title V, Title VI, Title IX, § 504, and Uniform Complaints. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Title IX Coordinator / Uniform Complaint Officer:

Marcy Jones, Director of Human Resources
493 El Camino Real
Greenfield, CA 93927
(831) 674-2840 ext. 2022
mjones@greenfield.k12.ca.us

Equity Compliance Officer:

Erin Ramirez, Director of Assessment,
Accountability, and Special Projects
493 El Camino Real, Ste K
Greenfield, CA 93927
(831) 674-2840 ext. 2028
erinramirez@greenfield.k12.ca.us

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: accommodations for pregnant, parenting, and lactating students; adult education; after school education and safety; American Indian education; bilingual education; State Program for Students of Limited English Proficiency; career technical education/training, agricultural career technical education, and ROP programs and centers; child abuse; civil rights guarantees that receive state or federal financial assistance; course content; classroom curriculum; textbook or supplemental instructional material; tenth-grade counseling; ESEA (Titles I-VII); student achievement plans; intersession; State Compensatory education; special education; foster youth, homeless youth, juvenile court youth, and newcomer students; migrant education; discrimination, harassment, intimidation, and bullying; physical education (including instructional minutes grades 1-6); nutrition services; student fees; LCAP; Consolidated Categorical Aid; Economic Impact Aid; school improvement; safe place to learn; school safety plan; School Safety and Violence Prevention Act; tobacco-use prevention education; child development; State Preschool programs; Early Childhood Education Program Assessments; Peer Assistance and Review; Williams Settlement issues and other areas designated by the District. [EC 200-212.6, 220-220.5, 221.61-221.8, 222-222.5, 230-231.5, 234 et seq., 244, 260-262.4, 35186, 48645.7, 48853-48853.5, 48987, 49010-49016, 49069.5, 51210, 51222, 51223, 51225.1-51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; CC 51-52; GC 11135; 5 CCR 4600- 4687, 4900-4965, 15580-15584; 20 USC 11431-11435; FERPA; EOA;

District's Uniform Complaint Process

You may contact your school's office or the district office to obtain a free copy of the district's complaint procedures. The complaint procedure can be used for a variety of issues not mentioned above including but not limited to employee issues and policies and procedures of the district. Confidentiality and privacy shall be respected in all complaint investigations. Complaints alleging discrimination may be filed by a person on their own behalf or on behalf of another person or group of people within six months of the occurrence or when facts became known. Complaints regarding a special needs student or pupil fees may be filed within 12 months of the occurrence. Complaints regarding LCAP may be filed anonymously. Complaints regarding Pupil Fees may be filed anonymously and with the principal. If a complaint regarding LCAP or pupil fees is valid, then the parents are due full reimbursement. Staff has been trained to deal with these types of complaints.

Those complaining (Complainants) are protected from retaliation and their identities are confidential when related to discrimination. Staff dealing with complaints are knowledgeable about the laws and programs they are investigating. The complaint may be dismissed if complainant obstructs or does not provide all information. If the District acts in the same manner, the finding may be affected.

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
2. You may contact the UCP Officer to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.

4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results, the complainant then has 15 days to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to, injunctions and restraining orders.

For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504: Office of Civil Rights

Child Abuse: Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services: U.S. Secretary of Agriculture

Employment Discrimination: Department of Fair Employment and Housing, Equal Employment Opportunity Commission.

General Education: Greenfield Union School District
Health and Safety/Child Development: Department of Social Services

Student Records: Family Policy Compliance Office (FPCO), Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202

[EC 235, 244, 262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600,

■ Section 504 Complaint Procedures

The purpose of this part is to effectuate Section 504 of the Rehabilitation Act of 1973 (§ 504), which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving Federal financial assistance. A district that employs fifteen or more persons shall designate at least one person to coordinate its efforts to comply with this part.

A district that employs fifteen or more persons shall adopt complaint procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part.

A district that employs fifteen or more persons shall take appropriate initial and continuing steps to notify participants, beneficiaries, applicants, and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of handicap in violation of § 504 and this part. The notification shall state, where appropriate, that the recipient does not discriminate in admission or access to, or treatment or employment in, its program or activity. The notification shall also include an identification of the responsible employee designated pursuant to Section 104.7(a). A recipient shall make the initial notification required by this paragraph within 90 days of the effective date of this part. Methods of initial and continuing notification may include the posting of notices, publication in newspapers and magazines, placement of notices in recipients' publication, and distribution of memoranda or other written communications. If the district publishes or uses recruitment materials or publications containing general information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of the

policy described in paragraph (a). A recipient may meet the requirement of this paragraph either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

For complaints regarding § 504 concerns please contact the Section 504 Coordinator:

Hector Badillo, Special Education Coordinator II
493 El Camino Real, Ste C, Greenfield, CA 93927
(831) 674-2840 ext. 2012
hbadillo@greenfield.k12.ca.us

[28 CFR 35.107; 34 CFR 104.1, 104.7, 104.8]

■ Williams Settlement Complaints

Parents should use the District Uniform Complaint Procedure with modifications as included, to identify and resolve any deficiencies regarding instructional materials; facility cleanliness, safety, emergency or urgent facility conditions that pose a health or safety threat to students; or staff, teacher vacancies or misassignments. [EC 244, 35186, 48985]

Williams Settlement complaint procedure

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district's website at www.greenfield.k12.ca.us, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this website, www.cde.ca.gov/re/cp/uc. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the District is required to provide material

in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.

5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe.
8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

■ Further Information is Available

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our district office. [FERPA, 34 CFR 99.7(b)]

DISTRICT FACILITIES

■ Asbestos-Containing Material

The district has available upon request a complete and updated management plan for asbestos-containing material. [40 CFR 763.93]

■ Lead Poison Testing

The district website has information about lead poisoning, including risks and effects of childhood lead exposure; blood lead screening tests for

children enrolled in Medi-Cal; recommendations for children not enrolled in Medi-Cal who are at high risk of lead exposure and blood lead screening tests as required. The District will hand out information to parents of district child care or preschool programs. [HSC 105286]

■ Pesticide Use

The district's Integrated Pest Management strategy is the use of the least toxic pest management possible. Therefore, effective 2019-20 school year the district ceased the use of any pesticide with the ingredient Glyphosate.

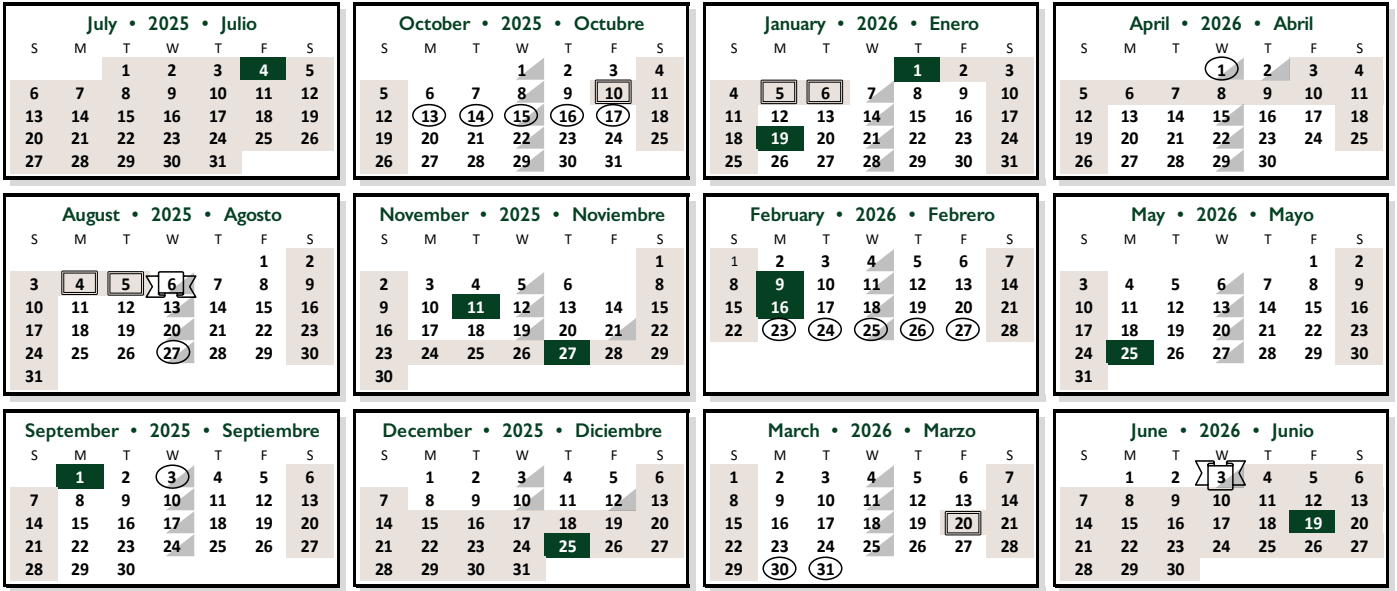
The district is not planning to use any pesticide products at school facilities this school year. Should the District find that it does need to use any pesticide products, parents will receive identification of the products that includes the name, active ingredient(s), and date and location of application. Only fully certified pesticides can be used on school grounds. The identification includes the name and active ingredients. The school's Integrated Pest Management Plan (IPM) is updated by September 30 each year. The IPM, pesticide names and active ingredients, and application dates are, or will be posted on the school and/or district website at www.greenfield.k12.ca.us.

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980.3; FAC 13184]

DISTRICT CALENDAR

2025-2026

CALENDARIO DEL DISTRITO



Federal Holiday Festiva Federal **School Recess (no classes)** Receso Escolar (no clases) **Staff Development** Desarrollo del Personal **Dates to Note** Fechas a Recordar **Minimum Day** Día Mínimo Board Approved / Aprobado: March 7, 2024

Important Dates

- JULY**
4 Independence Day
- AUGUST**
4-5 Professional Development (no classes)
6 First Day School
27 Back-to-School Night (Elementary)
- SEPTEMBER**
1 Labor Day
3 Back-to-School Night (VVMS)
- OCTOBER**
10 Professional Development (no classes)
13-17 Parent Conferences (All schools, minimum days)
- NOVEMBER**
11 Veteran's Day
21 Minimum Day
24-28 Thanksgiving Break
- DECEMBER**
12 Minimum Day
15-31 Winter Break
- JANUARY**
1-6 Winter Break
5-6 Professional Development (no classes)
19 Martin Luther King Jr. Day
- FEBRUARY**
9 Lincoln's Day
16 Presidents' Day
- March**
20 Professional Development (no classes)
23-27 Parent Conferences (All schools, minimum days)
30, 31 Open House (Elementary)
- APRIL**
1 Open House (VVMS)
2 Minimum Day
3 Cesar Chavez Day
3-10 Spring Break
- MAY**
25 Memorial Day
- JUNE**
3 Last Day of School
19 Juneteenth
Minimum Days – Every Wednesday, All Schools

Fechas Importante

- JULIO**
4 Día Independencia
- AGOSTO**
4-5 Desarrollo del Profesional (no clases)
6 Primer Día de Escuela
27 Noche de Regreso a Clases (Primarias)
- SEPTIEMBRE**
1 Día de los Trabajadores
3 Noche de Regreso a Clases (VVMS)
- OCTUBRE**
10 Desarrollo del Personal (no clases)
13-17 Conferencias de Padres (todos las escuelas, días mínimos)
- NOVIEMBRE**
11 Día de los Veteranos
21 Día Mínimo
24-28 Receso de Acción de Gracias
- DICIEMBRE**
12 Día Mínimo
15-31 Receso de Invierno
- ENERO**
1-6 Receso de Invierno
5-6 Desarrollo del Personal (no clases)
19 Día de Martin Luther King Jr.
- FEBRERO**
9 Día de Lincoln
16 Día de los Presidentes
- MARZO**
20 Desarrollo del Personal (no clases)
23-27 Conferencias de Padres (todos las escuelas, días mínimos)
30, 31 Casa Abierta (Primarias)
- ABRIL**
1 Casa Abierta (VVMS)
2 Día Mínimo
3 Día de César Chavez
3-10 Receso de Primavera
- MAYO**
25 Día de Conmemoración
- JUNIO**
3 Último Día de Clases
19 Diecinueve de Junio
Días Minimos – Cada los Miércoles, Todos las Escuelas

QUARTER CUARTO	1	2	3	4
Progress reports Reportes de progreso:	September/Septiembre 8	November/Noviembre 7	February/Febrero 12	April/Abril 27
Quarter ends Fin del cuarto:	October/Octubre 6	January/Enero 8	March/Marzo 13	May/Mayo 26
Report Cards Calificaciones:	October/Octubre 14	January/Enero 15	March/Marzo 23	June/Junio 6

Daily Schedule • ARROYO SECO ACADEMY • Horario Diario

	Students Line Up	Class Begins	Regular/Minimum Recess * / Recreo *	Day * Día Regular/Mínimo Lunch * / Almuerzo *	Dismissal Reg	Min
Preschool	8:08 AM	8:10 AM	9:50 AM – 10:50 AM		2:35 PM	1:25 PM
TK	8:08 AM	8:10 AM	9:15 AM – 9:30 AM	10:55 AM – 11:40 AM		
Kindergarten	8:08 AM	8:10 AM	9:30 AM – 9:45 AM	11:00 AM – 11:40 AM		
Grades 1 & 2	8:08 AM	8:10 AM	9:30 AM – 9:45 AM	11:30 AM – 12:10 PM		
Grade 3	8:08 AM	8:10 AM	9:47 AM – 10:02 AM	12:00 PM – 12:40 PM		
Grade 4	8:08 AM	8:10 AM	10:04 AM – 10:19 AM	12:40 PM – 1:20 PM	3:10 PM	
Grade 5	8:08 AM	8:10 AM	9:47 AM – 10:02 AM	12:00 PM – 12:40 PM		
Grade 6	8:08 AM	8:10 AM	10:04 AM – 10:19 AM	12:40 PM – 1:20 PM		

* Line up two (2) minutes before recess or lunch ends

* Haga fila dos (2) minutos antes de que termine el recreo o el almuerzo.

Daily Schedule • CÉSAR CHÁVEZ ELEMENTARY • Horario Diario

	Students Line Up	Class Begins	Regular/Minimum Recess * / Recreo *	Day * Día Regular/Mínimo Lunch * / Almuerzo *	Dismissal Reg	Min
TK, K3, K4	8:05 AM	8:10 AM	9:40 AM – 9:55 AM	10:45 AM – 11:25 AM	2:35 PM	1:25 PM
K1, K2	8:05 AM	8:10 AM	9:25 AM – 9:40 AM	10:45 AM – 11:25 AM		
Grade 1	8:05 AM	8:10 AM	9:25 AM – 9:40 AM	11:05 AM – 11:45 AM		
Grade 2	8:05 AM	8:10 AM	9:40 AM – 9:55 AM	11:05 AM – 11:45 AM		
Grade 3	8:05 AM	8:10 AM	10:10 AM – 10:25 AM	11:45 AM – 12:25 PM		
Grade 4	8:05 AM	8:10 AM	10:25 AM – 10:40 AM	12:25 PM – 1:05 PM	3:10 PM	
Grade 5	8:05 AM	8:10 AM	10:40 AM – 10:55 AM	11:45 AM – 12:25 PM		
Grade 6	8:05 AM	8:10 AM	9:55 AM – 10:10 AM	12:25 PM – 1:05 PM		
SCD	8:05 AM	8:10 AM	10:10 AM – 10:25 AM	11:05 AM – 11:45 AM	w/ Grade	

* Wednesdays are minimum days

* Miércoles son días mínimos

Daily Schedule • MARY CHAPA ACADEMY • Horario Diario

	Students Line Up	Class Begins	Regular/Minimum Recess * / Recreo *	Day * Día Regular/Mínimo Lunch * / Almuerzo *	Dismissal Reg	Min
TK	8:05 AM	8:10 AM	9:15 AM – 9:30 AM	10:40 AM – 11:20 AM	2:35 PM	1:25 PM
Kindergarten	8:05 AM	8:10 AM	9:30 AM – 9:45 AM	10:40 AM – 11:20 AM		
Grade 1	8:05 AM	8:10 AM	9:45 AM – 10:00 AM	11:20 AM – 12:00 PM		
Grade 2	8:05 AM	8:10 AM	10:00 AM – 10:15 AM	11:20 AM – 12:00 PM		
Grade 3	8:05 AM	8:10 AM	10:15 AM – 10:30 AM	12:00 PM – 12:40 PM		
SDC K-3	8:05 AM	8:10 AM	9:45 AM – 10:00 AM	11:20 AM – 12:00 PM	3:10 PM	
Grade 4	8:05 AM	8:10 AM	10:15 AM – 10:30 AM	12:00 PM – 12:40 PM		
Grade 5	8:05 AM	8:10 AM	9:45 AM – 10:00 AM	12:45 PM – 1:25 AM		
Grade 6	8:05 AM	8:10 AM	10:00 AM – 10:15 AM	12:45 PM – 1:25 AM	w/ Grade	
SDC K-6	8:05 AM	8:10 AM	9:45 AM – 10:00 AM	12:00 PM – 12:40 PM		

* Wait to be released by a staff member for a.m. break on rainy days

* Espere a un miembro del personal lo libere para el recreo a.m. en los días lluviosos

Daily Schedule • OAK AVENUE ELEMENTARY • Horario Diario

	Students Line Up	Class Begins	Regular/Minimun Recess * / Recreo *	Day * Día Regular/Mínimo Lunch * / Almuerzo *	Dismissal Reg	Min
TK	8:07 AM	8:10 AM	9:20 AM – 9:35 AM	10:20 AM – 11:00 AM	2:35 PM	1:25 PM
Kindergarten	8:07 AM	8:10 AM	9:40 AM – 9:55 AM	10:40 AM – 11:20 AM		
Grade 1	8:07 AM	8:10 AM	9:55 AM – 10:10 AM	11:00 AM – 11:40 AM		
Grade 2	8:07 AM	8:10 AM	10:15 AM – 10:30 AM	11:20 AM – 12:00 PM		
Grade 3	8:07 AM	8:10 AM	10:15 AM – 10:30 AM	11:40 AM – 12:20 PM		
Grade 4	8:07 AM	8:10 AM	9:55 AM – 10:10 AM	12:00 PM – 12:40 PM	3:10 PM	
Grade 5	8:07 AM	8:10 AM	9:40 AM – 9:55 AM	12:20 PM – 1:00 PM		
Grade 6	8:07 AM	8:10 AM	10:35 AM – 11:50 AM	12:40 PM – 1:20 PM		
SDC	8:07 AM	8:10 AM	9:40 AM – 9:55 AM	12:20 PM – 1:00 PM	w/ Grade	

* Wait to be released by a staff member for a.m. break on rainy days

* Espere a un miembro del personal lo libere para el recreo a.m. en los días lluviosos

VISTA VERDE MIDDLE SCHOOL

Regular Day

Homeroom	8:00 AM – 8:35 AM
Period 1	8:39 AM – 9:24 AM
Period 2	9:28 AM – 10:13 AM
Period 3	10:17 AM – 11:02 AM
Period 4	11:06 AM – 11:51 AM
Lunch Grade 7	11:51 AM – 12:31 PM
Period 5 Grade 8	11:55 AM – 12:40 PM
Lunch Grade 8	12:40 PM – 1:20 PM
Period 6 Grade 7	12:35 PM – 1:20 PM
Period 7	1:24 PM – 2:09 PM
Period 8	2:13 PM – 2:58 PM

Minimum Day

Period 1	8:00 AM – 8:37 AM
Period 2	8:41 AM – 9:18 AM
Period 3	9:22 AM – 9:59 AM
Period 4	10:03 AM – 10:40 AM
Lunch Grade 7	10:40 AM – 11:20 AM
Period 5 Grade 8	10:44 AM – 11:23 AM
Lunch 6 Grade 8	11:23 AM – 12:03 PM
Period 6 Grade 7	11:23 AM – 12:03 PM
Period 7	12:07 PM – 12:44 PM
Period 8	12:48 PM – 1:27 PM

Rally Day Schedule

Period 1	8:00 AM – 8:37 AM
Period 2	8:41 AM – 9:18 AM
Period 3	9:22 AM – 9:59 AM
Period 4	10:03 AM – 10:40 AM
Lunch Grade 7	10:40 AM – 11:20 AM
Period 5 Grade 8	10:44 AM – 11:23 AM
Lunch 6 Grade 8	11:23 AM – 12:03 PM
Period 6 Grade 7	11:23 AM – 12:03 PM
Period 7	12:07 PM – 12:44 PM
Period 8	12:48 PM – 1:25 PM

ANNOUNCEMENTS

	1:25 PM – 1:27 PM
7th Grade Session 1 Rally	
	1:25 PM – 1:27 PM
7th Grade Session 2 Rally	
	1:25 PM – 1:27 PM
8th Grade Rally	2:30 PM – 2:58 PM

Gates on all campuses will be locked during school hours for Student and staff safety.

Las entradas de todas las escuelas estarán cerradas durante el horario escolar para la seguridad de estudiantes y del personal.