

2018-2019



# PARENT/STUDENT HANDBOOK

## **Front Office Hours**

7:05 a.m. - 3:00 p.m.

## **Regular Day Schedule**

Bus Arrives: 7:05 a.m.  
(Approximately)

Supervision Begins: 7:05 a.m.  
(Time students are **allowed** on campus)

## **INSTRUCTION**

### **TK/Kindergarten**

<u>Begins</u>	<u>Ends</u>	<b><u>Wednesdays</u></b>
7:30 a.m.	11:06 a.m.	<b>10:09 a.m.</b>

### **Grades 1-6**

<u>Begins</u>	<u>Ends</u>	<b><u>Wednesdays</u></b>
7:30 a.m.	1:47 p.m.	<b>12:51 p.m.</b>

## **MORNING BREAK:**

Grades 1-3: 9:00 a.m. - 9:15 a.m.  
Grades 4-6: 9:20 a.m. - 9:35 a.m.

## **RECESS/LUNCH:**

1st/2nd Grade: 11:00-11:20/ 11:20-11:40  
3rd/4th Grade: 11:30-11:50/ 11:50- 12:10  
5th/6th Grade: 12:00- 12:20/ 12:20- 12:40

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## **MISSION STATEMENT**

Hollyvale Innovation Academy promotes innovative learning through:

- Communication
- Collaboration
- Critical Thinking
- Character
- Creativity
- Citizenship

## **2018/ 2019 HOLLYVALE STAFF**

### **ADMINISTRATORS/CERTIFICATED**

Shannon Erath	Principal
Adora Sayre	Assistant Principal
Marla Baty	2nd Grade Teacher
Jeffrey Gutierrez	1st Grade Teacher
Ciera McElveen	1st Grade Teacher
Kristen Miller	5th Grade Teacher
Kathryn Mustain	Kindergarten Teacher
Gena Peterson	4th Grade Teacher
Hannah Plourde	4th Grade Teacher
Myisha Denae Woods	6th Grade Teacher
Sandi Ross	3rd Grade Teacher
Christina Schoenberger	Kindergarten Teacher
Tina Walker-Simmons	3rd Grade Teacher
Sarah Tims	6th Grade Teacher
Chris Trudel	2nd Grade Teacher
Alayna Verrett	Intervention Teacher
Dan Worley	5th Grade Teacher
Chanel Zuniga	Kindergarten Teacher

### **SPECIAL EDUCATION/CERTIFICATED**

Sandra May Leggitt	School Psychologist
Alec Pratt	Speech Therapist
Nicole Cruz	SAI Special Ed Teacher
Evelyn Guillen	SAI Special Ed Teacher

### **CLASSIFIED STAFF**

Dena Reyes	School Administrative Secretary
Cindy Oliver	School Secretary
Wendi Hodgson	Attendance Specialist
Rachel Vicencio	Health Services Technician
Breanna Hoffman	Library Media Specialist
Justin Hoover	Computer Learning Specialist
Terri Muckenthaler	Instructional Assistant
Ellen Sowersby	Special Ed Inst. Assistant
Monique Silva	Special Ed Inst. Assistant
.....	Special Ed Inst. Assistant
Sandra Rodriguez	Bilingual Assistant
Keneth Lindsey	Day Custodian
Marc McKinlay	Night Custodian
Jody Hall	Lead Food Services
Margarita Turczak	Food Services
MariCruz Barraza	Food Services
Dolores Flores	Proctor
Darlene Aguirre	Proctor
Jessica Garcia	Proctor
Jessica Rodriguez	Proctor
Rebecca Piccini	Proctor

## **SCHOOL ACCOUNTABILITY REPORT CARD**

The School Accountability Report Card (SARC) provides parents and the community with important information about each public school including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. The School Accountability Report Card for Hollyvale Elementary School can be found on the District's website at <http://hesperiausd.org/our-schools/> . A hard copy of the SARC will be made available upon request at the front office.

## **TITLE I- SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT POLICY**

*Hollyvale Innovation Academy* has developed a written Title I parent and family engagement policy with input from Title I parents and family members. Through Title 1 Meeting, SSC meetings, parent meetings and surveys. It has distributed the policy to parents and family members of Title I students. The policy is included in our parent/student handbook and distributed to all students at the beginning of the school year and throughout the school year during enrollment. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

### Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Hollyvale Innovation Academy, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 USC 6318 (c)(1))  
*Hollyvale holds an annual Title 1 meeting in the evening and we encourage all parents to attend.*
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))  
Hollyvale offers meetings in the morning, afternoons and evenings allowing for flexible times to meet the needs of our families. Children are welcome to attend the meetings and/or a space is provided with childcare.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318 (c)(3)) Hollyvale holds a Title 1 meeting annually and SSC meetings, ELAC meetings, PTC meetings, throughout the school year which address planning, review, and feedback from parents.
- d) The school provides parents of participating students with
  1. timely information about the Title I program. (20 USC 6318 (c)(4)(A))  
Through Title 1 Meetings, information sent home in the parent /student handbook, and through our SSC meetings.
  2. a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318 (c)(4)(B))  
Hollyvale provides parents with information through parent/teacher conferences, SSC meetings, school website, and in the parent/student handbook.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4)(C))  
Hollyvale has an open door policy. Parent/teacher conferences are held annually or at a parent request. We also utilize class Dojo, phone calls, emails, school website, and social media.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(5))  
Parent feedback is collected at our annual Title 1 Meetings.

### Building Capacity for Involvement (Parental Involvement Policy continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds, the school has established the following practices:

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 USC 6318 (e)(1))  
Hollyvale provides parent/teacher conferences at anytime to assist with academics. Progress reports are sent home each quarter. We also hold SSC meetings, a Title 1 parent meeting, ELAC meetings, back to school night and Imaginology Night. We also provide after school tutoring in which parents are able to attend.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318 (e)(2))  
Hollyvale provides parents with needed materials through use of chromebooks at home, Google Classroom, Email, Dojo messages, After School tutoring and work sent home.
- c) The school educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (20 USC 6318 (e)(3))  
Family engagement and parent involvement is highly encouraged here at Hollyvale. Parents are encouraged to volunteer in the classrooms, in PTC, SSC, ELAC, Imaginology Night, family movie nights, parent/teacher conferences, field trips, and Back to School Night.
- d) The school, to the extent feasible and appropriate, coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318 (e)(4))  
Hollyvale has a family resource room that is open to the public. We also have computers, facilities and technology that is open to public use. We also have a preschool program, parent center and we conduct activities to encourage the participation of families.
- e) The school ensures that information related to school and parent programs, meetings, and other activities to parents is sent in a format and, to the extent practicable, in a language

the parents can understand. (20 USC 6318 (e)(5))

Flyers are sent home in both English and Spanish and are available in any language if requested. Translators are available for parent/teacher conferences, all site meetings, phone calls and emails.

- f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318 (e)(14))

Hollyvale provides needed supports to parents to help encourage family participation such as preferential seating, translations, and also sign language if needed.

## **Accessibility**

Hollyvale Innovation Academy, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand.

Information is sent home in a language that parents can understand, messages can be translated through Class Dojo and also on our social media facebook page. Phone calls, emails and translators are available onsite to assist with any translations. (20 USC 6318 (f))

## **PARENTS' ROLE**

Parents are encouraged to take an active role in the educational process. They are encouraged to share in a vital partnership with the school, participating in leadership and planning within many areas of the school. This may be accomplished through their service on the elected School Site Council or their voluntary service in PTC, the parent and teacher organization.

Parents are welcome to observe in the classroom. To provide the least disruption to the educational process, we ask that the time is arranged through the office well in advance and teachers not be interrupted. Back-to-School Night, parent education programs, special events (such as Grandparents Day, Dr. Seuss Day, Safety Day, Field Day and student performances) also provide for families to visit and observe at Hollyvale.

## **PARENT VOLUNTEER**

Many parents and family members volunteer throughout the school, providing an instructional support to teachers and an invaluable resource to students. **Any parent wishing to chaperone a field trip and/or assist in a classroom must go through the volunteer process. Volunteers must fill out an application and be approved by the School Board prior to working with students. A letter will be sent home verifying approval. This process may take up to one month.**

## **CLOSED CAMPUS**

For the safety of our students and to ensure the school day runs without interruption, Hollyvale is a **closed campus**. Hesperia Unified School District's Board Policy states, parent visitors and volunteers must be under the supervision of a teacher or administrator when in the presence of students. Before school and during lunch, students are to be supervised by our staff of proctors. With this in mind, **parents are not allowed to be on campus during the school day** unless it has been pre-arranged with a teacher or administrator.

When dropping off children in the morning, all parents entering campus must enter and sign in through the office.

Requiring parents to enter through the office before school hours ensures that every adult on campus is identified with a visitor's pass and has been checked in by office staff. **Parents are not allowed on the playground in the morning and must exit campus by 7:20 a.m.**

## **ENROLLMENT**

**Enrollment** at Hollyvale is completed through the office **from 8:00 a.m. to 1:00p.m. daily**. Registration for Kindergarten is held each spring. For new student enrollment, parents are asked to supply a current immunization record, original County birth certificate, proof of residency (current utility bill), and for Kindergarten and first grade, a record of physical and dental examination. The office staff is happy to supply any needed forms and answer all related questions. Hollyvale is on a **modified traditional calendar**. **Office hours are from 7:05 a.m. to 3:00 p.m.** each school day. **Please remember the office MUST be your first stop to sign in when visiting the campus.**

**Immunizations:** The governing authority of each school district shall prohibit from further attendance any pupil admitted conditionally who failed to obtain the required immunizations within the time limits allowed in the regulations of the State Department of Public Health, unless the pupil is exempted under Sections 3385 (Contrary to Beliefs) or 3386 (Medical Circumstance), until that pupil has been fully immunized against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, and rubella, Hepatitis B, and varicella (effective 06/01) except that all students who have reached the age of seven shall not be required to be immunized against pertussis. (Health and Safety Code 3389 and Education Code 49403)

## **MEDICAL**

**Hearing and Vision Testing:** Each child's vision shall be evaluated every third year until the child has completed the eighth grade (Education Code 49452). Each child shall be given a hearing screening test in kindergarten or first grade and in second, fifth, eighth, tenth or eleventh grades and upon first entry into the California public school system (CAC Title 17). These sections do not apply to any child whose parents file with the principal a statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depend upon prayer for healing in the practice of their religion (Education Code 49452).

**Immunizations:** Information regarding immunizations is available through the school's health technician.

**Physical and Dental Examination:** A parent or guardian may file annually with the principal a statement in writing, signed by the parent or guardian, stating that he/she will not consent to a physical/dental examination of his/her child and the child shall be exempt from any physical/dental examination. If there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home (Education Code 49451).

**Accidents:** Each classroom has a first-aid supplies and a first-aid flip chart which is convenient to use and covers a multitude of situations. Students sent to the office are screened and parents are notified as needed if illness or an accident occurs. An accident report is completed in cases involving



any severe injury and/or any injury to the head, back or groin areas and parents are called immediately.

**Student Insurance Disclaimer: Your child's school does not provide medical insurance coverage for school accidents. This means that you are responsible for the medical bills if your child is hurt during school activities.** Please study the accompanying student accident/health insurance plans which are offered as a courtesy to your family. We strongly suggest the Student Health Care of High Option 24-Hour Plans which are especially helpful for those students with no other insurance coverage. After reviewing the information, please sign and date the insurance notification and return to the school.

**Dispensing medication at school:** Following is information regarding State laws and dispensing medication at school.

1. Medication must **never** be transported by the child to school. Parents must be responsible for bringing medication to school and taking it home.
2. Prescription medication to be taken at school must be accompanied by the following:
  - a. A written statement from the physician giving the method, amount, and time when the medication is to be given, **and signed by the physician.** (This permission slip may be obtained from the school office.)
  - b. A written statement from the parent giving their consent that the school can give the medication as directed by the physician.
3. All medicine must be in the original container from the pharmacy.
4. All medicine will be kept in the office and dispensed by office personnel. Provide the school with the amount to be given at school and keep all other doses at home.
5. If there is a change in the prescription, a new permission slip must be signed by the parent and physician.
6. If there is a chronic condition, such as asthma or ear infections that requires medications often, please contact the District Nurse (244-4411) to make arrangements for the school to help with your child's medications.
7. The school **must** have a new permission slip at the start of each school year.
8. **It is imperative that parents inform the school of any allergies to the environment, animals, food, medicines, etc., that their child has. It is also important that the school knows of any medical condition of a student that may result in a medical emergency.**
9. Over-the-counter medication **cannot** be dispensed without written permission of a physician.

## **ATTENDANCE**

**Before School:** Students may not be on campus before 7:05 a.m. Since there is no supervision prior to this time, the school will not accept responsibility for any children on campus before 7:05 a.m. Bus riders will be released from the bus at 7:05 a.m. All students dropped off must enter the school using the gate facing Sycamore Street. **Do not drop students off by the office curb.**

**Breakfast:** Students wanting to eat breakfast should go directly to the solarium upon arriving at school. Students must be in line before 7:20 a.m. to be served breakfast (unless there is a late bus). Breakfast is only available for students enrolled at Hollyvale.

**Lunch:** Students will have lunch recess at the beginning of their lunch period. The first 20 minutes of lunch will be a mid-day break outside and the remaining 20 minutes of lunch will be in the solarium where students will eat lunch.

**After School:** Students are expected to go directly off school campus (as parents have designated at the beginning of the school year) within minutes of the dismissal time. **Any modifications as to the manner in which a child goes home must be accompanied by written parent permission.** No playground supervision is provided after dismissal time.

**Tardiness:** Prompt and regular attendance is required by law. Entering the classroom late disrupts the instructional program. All children arriving on campus later than 7:30 a.m. need to report to the office for a tardy slip.

### **Collaborative Wednesdays**

Every Wednesday, school dismisses approximately one hour early. This is to provide time for our teachers and other staff members to work together to help increase the overall effectiveness of our educational programs. Please remember that this occurs **EVERY Wednesday**, and that dismissal is almost **one hour earlier**.

### **Early Sign Out**

An adult listed on the emergency card must sign out all students leaving school during the school day for any reason in the office. PLEASE BE READY TO SHOW IDENTIFICATION UPON SIGNING OUT YOUR STUDENT. Students returning to school later that same day must check back in the office before returning to class. If you are planning to sign your student out, you must do so by 1:30 pm. **The office will not call students out of class any later than 1:30p.m. (12:30 p.m. on Wednesdays)**

### **Independent Study Contracts**

On those occasions when a family emergency or vacation occurs during the regular school session, parents should request an Independent Study Contract (ISC) for those days so that attendance credit is earned. Prior notice is necessary and your child must be gone for at least 5 school days. Please contact the school attendance specialist before the absence so that the study packet can be prepared for you.

### **CUSTODIAL ISSUES**

If your student has special or unique custody or visitation arrangements, it is most important that you bring this to the attention of the office staff. A copy of the "Order to Show Cause" document of final divorce papers should be given to the office. California State Law allows both natural parents of a child to pick up that child from school unless court documents state otherwise. Please understand that without specific court documents to the contrary, the non-custodial parent MAY sign out and remove the child from school.

As changes occur, it is important that you bring in an updated official stamped (recorded) copy of the court documents so that this information will be kept current in your child's file.

## **STUDENT RELEASE**

Hollyvale has a **closed campus** policy. Students may not leave the school site during school hours unless an individual who has been listed on their emergency card signs them out, in the school office. Students will be released to individuals over 18 years of age who are listed on their emergency card. Students who have not been picked up by 2:00 (1:05 on Wednesdays) you must come into the office, and sign out your child.

Our primary concern is your child's safety and we appreciate your cooperation in the following procedures:

- Anytime you plan to change the method in which your child goes home, ***please inform the school in writing; phone calls will not be accepted.*** Many times children overhear conversations, and when dynamics change during the day, they become confused with how they should go home. ***You must write a note to the school informing us of any changes*** (even if it is for one day).
- ***If there is a need for your child to leave school early, it must be done before 1:30 p.m. (12:30 on Wednesdays). If you arrive after this time, you will be issued a bus slip to remove your child from the bus line when classes are dismissed. If your child is a pick-up and you arrive after this time, you will need to wait until classes are dismissed.***
- ***Please do not call ahead to have your child wait in the office.*** Students will be called to the office upon the arrival of the individual picking them up. Students are missing valuable instruction time, and it is difficult for the staff to supervise students in the office.
- If you have a change in dynamics in your household, please update your child's emergency card. ***Students will not be released to individuals who are not listed on the card.*** Please inform individuals picking up your child that ***they must have photo identification*** or the child will not be released to them.
- If your child is involved in a custodial situation, please remember that the school will refer to the most current certified/stamped court document that is on file.

## **Phone Messages**

For the protection of our students and at the advice of the Police Department, phone messages are not acceptable for making a change in how a student gets home from school. The only way for a student to be dismissed other than what is originally agreed upon is by written request or by the parent/guardian coming to school in person. In order to avoid classroom and office interruptions, students may use the phone only in an emergency. We ask that messages from home be kept to an absolute minimum, and limited to true emergencies. ***If there is a change in the daily routine of a child's release, the office must be notified in writing by the parent.***

## **Student Walk Up Pick Up**

Teachers are responsible for taking those students who get picked up by a parent NOT IN A CAR to the solarium. Parents/guardians **should park in the front parking lot and walk into the solarium to pick up their child.** Students will be released to their parents/ guardians from the lunch tables.

## **Car Pick-up**

Teachers will bring students who have been designated at enrollment as Car Pick Up to the side of the school facing Sycamore Ave. Parents will remain in their cars and display the card with their

child's name (will be handed out in the first week of school) in the front windshield to ensure a quick dismissal process. Students will be called down to the curb as their vehicle makes its way around the parking lot. Students will be helped/ escorted to the car by teachers on duty.

### **A.S.A.P. – After School Activities Program** (sponsored by Hesperia Parks and Recreation)

Students enrolled in the ASAP program will report directly to room 603 where they will meet the after school leader. As you pick up your child from the program, please use the gate located in the bus circle and go to room 603 to check out your child. Please remember, the after school program ends at 6:00 p.m.

### **Bus Dismissal**

Two teachers will line the students up on the sidewalk outside the administration office doors. The teachers on duty will lead and students will follow the teacher to the bus.

### **Bus Riders**

Provided by First Student

If your first through sixth grader lives within one mile of the school, or three-quarters of a mile for those in kindergarten, **bus transportation will not** be provided.

If your child is eligible to ride the bus, please understand that **bus transportation is provided as a privilege**. Please refer to the Transportation Handbook entitled "Safety and Your Student" which is provided in the new year parent packet and additional copies are available in the school office. Students are to sit quietly and listen to the bus driver. An abuse of this request will result in suspension or loss of bus transportation. **All kindergarten students must be met at the bus stop each day when being returned home. Kindergarten student will be returned to the school if there is no adult present to pick them up at the bus stop. If a kindergartener is returned to the school in excess of three times, First Student will deny bus transportation for the student for the remainder of the school year.** Any questions or concerns regarding bus policies or safety concerns may be directed to First Student by telephoning (760) 244-4022.

### **BUS PASSES**

Bus passes are issued at the school site by **determining bus eligibility. Proof of Residency will be required** for every student. **If the child moves during the school year, a new form must be submitted along with Proof of Residency.** A bus pass will not be issued if the parent/guardian cannot provide Proof of Residency.

**A child must have a temporary bus pass or the permanent bus pass to ride a school bus.** If the child forgets his/her bus pass, they will need to go to the office in the morning to get a temporary pass to ride the bus home. Students are not allowed to break or deface bus passes. Bus drivers will confiscate any bus passes that are damaged/defaced (any part of the pass is illegible because the student has cut the card up, broke the card, scratched out the photo or bus stop, or written all over the pass) and outdated (temporary passes will only be issued for a 2-week time frame). It will be the child's responsibility to pay for a new bus pass if this is the case. A child will not receive a temporary bus pass until the fee is paid. The bus pass is District property and must be surrendered upon request. **Replacement fee for a lost or defaced bus pass is \$5.00 and students will be issued a receipt.** **Each child may receive one grace pass (no charge) for a loss replacement.** A grace pass will not be issued for a broken or defaced bus pass - the replacement fee will be in place for this.

**Temporary bus passes will not be issued to a student to go to a friend's house.**

### **Students Who Walk Home**

Students who are to walk home will be dismissed to the gate area located by the kinder building. Students will be monitored and released after the buses have been released (approximately 10 minutes beyond the end of the student day). Students who do not normally walk home **must have a written note** from their parents. Should you elect to allow your child to **walk**, please determine the safest route between your home and school. Discourage your child from ever accepting a ride from a stranger or unauthorized friend and encourage use of the same route each day.

### **Bikes, Skates, Skateboards, and Scooter Riders**

Bikes will be walked to the bike rack area for housing and students must house their skates/scooters/boards helmets in their classroom. Once the student is on school grounds, riding is not allowed. Students riding will be dismissed to retrieve their bike and then must follow the same dismissal procedures as that of a walker. A student may lose the privilege of riding if this rule is not followed. The school is not liable for lost, damaged or stolen items.

## **STUDENT CODE OF CONDUCT**

I am respectful. I am responsible. I am safe. I am prepared. I am here to learn; therefore, I will:

- Do nothing to keep the teacher from teaching or anyone from participating in learning.
- Cooperate with all members of the school community.
- Respect myself, others, and the environment.

By behaving this way, I demonstrate that I am a capable person, I can connect with everyone in the school, and I am willing to contribute to the pursuit of excellence in our school.

## **DISCIPLINE**

Classroom effectiveness can be improved by decreasing student misbehavior, both in and out of the classroom. Carrying out strategies for improving consistency and effectiveness will help to achieve that goal. Developing school and classroom rules is an important step in building an effective discipline plan. Well-designed rules convey to students what behavior is expected. **Hollyvale School has three rules: Be Responsible, Be Respectful, Be Safe.** These rules are positively stated to address the expectations in all areas of the school. Teachers use them to develop their classroom management plans. Rules are developed by posting them throughout the school, teaching them directly to students via role-plays and practice, and provide frequent monitoring and positive feedback. Effective rule teaching will create a culture of positive behavior in the school. Appropriate consequences, in a progressive manner, are assigned when students choose not to follow our rules. Those consequences include: warning, time-out, counseling, parent contact, referral to an administrator, loss of privilege, suspension or in an extreme circumstance, recommendation for expulsion. There are two issues that are constant challenges to effective education: academic and discipline. As a team working together these areas will continue to improve.

**Notice to Parents/Guardians and Students:** Through this handbook, the principal of each school shall ensure that every student and his/her parent/guardian is notified in writing of all board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school. Your child will be bringing home his/her classroom's responsibility plan at the beginning of the school year.

## **GENERAL SCHOOL RULES**

**All students at Hollyvale Elementary must follow the school's behavioral expectations of Be Responsible, Be Respectful, Be Safe. Positive life-skills are practiced at Hollyvale. Students are expected to respect others and use good judgment and common sense at all times.**

1. Skateboards, roller/inline skates, scooters, bicycles (in use), and motorcycles are not allowed on campus.
2. Students are not allowed on campus prior to 7:05 a.m. each morning.
3. Radios, portable CD players, Ipods, video games, sports equipment, trading cards, toys, and magazines are not allowed at school. Students may receive consequences for disrupting class with these items.
4. Name calling and/or foul language is not allowed. Use kind words and actions.
5. Malicious acts, such as, but not limited to, defacing school property/books will not be tolerated. Respect all school property.
6. Ramp and sidewalk railings and fencing are not to be climbed, sat, or played upon. Remain on sidewalks.
7. Students must have a walking pass to go to the office, unless there is an emergency.
8. Gum and candy are not allowed at school. Other food must be consumed in the cafeteria or lunch area, unless supervised by a teacher.
9. Keep hands, feet, and objects to self.
10. At the end of all play periods, students are to line up for class promptly and quietly at their assigned area on the blacktop.
11. Restrooms are not to be used as a meeting place, a place to play, or a snacking place. Respect everyone's privacy. Keep our bathrooms clean.
12. Snacks should be small and nutritious such as fresh fruits, vegetables, crackers or cheese. Individual servings only. Large snacks promote obesity and an unhealthy lifestyle. Canned soda is not permitted.
13. All Hesperia Unified School District dress code policies will be enforced.
14. All school rules will be in effect on buses and walking to and from school. Follow bus rules and bus driver directions.
15. Cell phones must remain powered off and stored out of sight during the school day. If seen by school personnel, the device will be confiscated and returned to parents upon signature of contract agreement.
16. Public displays of affection are inappropriate both on campus and during school-sponsored activities. This kind of behavior will not be tolerated and may be grounds for suspension.

**The violation of the following rules, according to Education Code, may result in suspension, and in certain cases, expulsion.**

### **Theft Disclaimer:**

1. The Hesperia Unified School District is not responsible for stolen or lost items. The individual student is responsible for his/her personal property and for textbooks or other school items checked out to them.
2. We make every attempt to secure and protect all property at our school, but we are not responsible for any personal property brought to school including clothing, backpacks, musical instruments and/or any other equipment.
2. Hollyvale School is not responsible for loss or theft of toys, cell phones, electronic devices, CD players, or collectibles. We strongly discourage students from bringing these items to school.

## **Electronic Signaling Devices and Cell Phones**

Cell Phones and Electronic Devices are not to be used during school hours. The first time a student is caught using a cell phone, the cellphone will be held in the office until the end of the day. On the second offense, the phone will be confiscated and held in the office until a parent can pick it up.

### **DISTRICT CELL PHONE POLICY**

**Except for prior consent for health reasons, the following policy will be strictly enforced:**

- **All electronic devices that are powered off may be in possession of students. These devices must remain powered off and stored out of sight while on the bus, or on campus during the school day. If seen by school or bus personnel, the device will be confiscated and return to parents on the first offense. Subsequent violations of district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to an alternative program in accordance with Board Policy and Administrative regulation.**
- **Permissible uses for cell phone are limited to:**
  - **Life threatening emergency situations anytime**
  - **On campus before and after the official school day**
  - **At the conclusion of field trips after return to campus if after the school day**
  - **At sporting or other events on campus after the school day**
  - **Anytime with the specific limited permission and supervision of a site administrator or classroom teacher who is utilizing the device to teach their designated curriculum content area.**

### **Chromebooks, Textbooks, Library Books, and Personal Property**

The School District and Hollyvale Elementary are not responsible for stolen or lost items. Personal items, such as toys, trading cards, electronic gaming devices, CD players, mp3 players, and cameras are NOT ALLOWED on campus. Students are responsible for textbooks, library books and chromebooks issued to them during the school year. All lost or damaged books/chromebooks must be paid for by the parent/guardian.

### **DRESS CODE**

We want to encourage students to “dress for success” and come to school properly prepared for participating in the educational process. Parents have the primary responsibility to see that the students are properly attired for school. Clothing should not create any unnecessary risk of injury or harm to themselves or other students. Please monitor clothing for its appropriateness within a school/learning environment.

The Governing Board believes that appropriate dress and grooming contribute to a productive and safe learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students’ clothing and possessions must not present a health or safety hazard or a distraction, which would interfere with the educational process. The following types of clothing have been identified as unacceptable dress:

- Clothing, jewelry, and personal items that a student has including notebooks, book covers, magazines, drawings, pictures, fanny packs, gym bags, water bottles, backpacks, clothing, or any other item that disrupts the instructional process. Permanent markers/Sharpies are not allowed on campus unless requested and supervised by a teacher.

- Hats other than unaltered school approved hats (properly worn - facing forward for sun protection). Hoods are to be down in class and on campus. If temperatures are cold outside, the hood may be up while outside only.
- Oversized clothing such as shorts, pants, coats, etc. Pants or shorts must fit at the waist, not sagged on the hips. Shorts and skirts/dresses must be at the length to the middle of the thigh. Tights and leggings may be worn under shorts or skirts/dresses, although the shorts or skirts/dresses must be to the middle of the thigh.
- Raiders and Kings clothing, "LA" and "Skin" labels and any clothing or accessory (bandannas and dew rags) identified by the HUSD Police as being gang or hate group related will be forbidden on campus or any other school function.
- Items that promote hate, intolerance or violence, clothing depicting weapons.
- Jewelry should be worn in moderation or not at all. Large earrings, chains and other jewelry that may be a safety hazard are not permitted. Any jewelry that becomes a distraction in the classroom will be removed.
- Visible undergarments.
- Clothing with profanity, that is too tight or form-fitted, revealing or sexually provocative including pictures that are revealing the human body. Midriff area must be covered - shirt covering pants.
- Clothing with pictures, insignia or brand names for controlled substances, tobacco or alcohol.
- Unsafe footwear including flip-flops or sandals and house slippers – toes must be covered with a strap around the heel. Only low-heeled shoes are acceptable at school – no high heels.
- Spaghetti strap shirts, muscle shirts, and off the shoulder shirts are not allowed. Shoulder straps must be at least two inches and undergarments may not be exposed at any time. Students will be given an appropriate shirt to wear for the duration of the day if not followed.
- Students may not wear or bring cosmetics to school. Cosmetics include make-up, hair paint, colored lip products, chapstick/lip balm, cologne/perfume, lotion, scented lotions, glitter, etc. On picture day, and designated events, students may wear makeup in moderation.
- Clothing should be clean and without holes. Students are expected to bathe and groom themselves regularly so that any lack of personal hygiene is not annoying or disruptive to students or staff. Students are encouraged to wear deodorant as necessary.
- Students may not write/autograph other students' clothing. Signing another student's shirt may create a distraction and increases the likelihood that a child will be touched inappropriately.

If a student violates the dress code, including the wearing of makeup, they will be given the opportunity to correct the problem. If not corrected, parents will be called for assistance. Repeated dress code offenses will result in detention and/or suspension.

### **STUDENT ASSESSMENT**

Assessment of performance at Hollyvale towards meeting standards at grade level takes on a variety of forms. Often student's work and progress is evaluated as a whole in a portfolio; through a special project report or other creative endeavor through observation; or through testing, standardized or otherwise. Teachers send home progress reports; communicating any areas for applause or concern, and keep the lines of communication open and alive throughout the year.

Report cards and progress reports are issued on a quarterly basis and are designed to reflect the student's progress towards meeting standards in academic areas and responsibility. Parents will be asked to attend one or more parent/teacher conferences during the school year to discuss the student's progress.



## **STUDENT RECOGNITION AND ACHIEVEMENT**

With rigorous state and national standards in effect, Hollyvale is proud of our student achievement. In recognizing student effort towards meeting standards, semester awards assemblies are held. Parents/guardians of students receiving awards receive an invitation notifying them of the day and time of the assembly. In the primary grades, teachers nominate students to receive Principal/Scholar Awards, Citizenship Awards, and Most Improved Awards. In the upper grades, teachers nominate students to receive Principal/Scholar Awards, Citizenship Awards, and Most Improved awards. Attendance awards are presented at each awards assembly.

In addition to students receiving awards at assemblies, students with good attendance – no more than 3 absences, tardies or early-outs within a 6-week period - will be awarded through the school's High Soaring Hawks program. In addition, good behavior and classwork are necessary prerequisites to qualify as a High Soaring Hawk and participate in assemblies held throughout the year.

Students also receive "Caught Being Good" slips throughout the week when they model good or exemplary behavior. Students will turn in the slips for an immediate pencil and then are entered into a drawing every Friday for another prize.

Each month, teachers nominate a Student of the Month. Students selected receive certificates, a food coupon, and school-wide recognition. Each month there is a Student of the Month Lunch, where all current Student of the Month award recipients and their families can eat lunch together during the students appointed lunch time.

### **CLASS PARTIES**

Schools in the Hesperia Unified School District are permitted to have three classroom parties each year (winter, Valentine's, and end-of-year). Your teacher may ask for store bought food items to be brought in for these parties.

### **STUDENT BIRTHDAYS**

At Hollyvale, we recognize that birthdays are a special day for children. To celebrate, Hollyvale announces each child's name during morning announcements. It is up to your individual teacher as to whether or not to allow treats for a birthday celebration in the classroom. If a teacher does not wish to have the treats in the classroom, they can be handed out during the students' lunchtime. To limit disruptions, items may be dropped off but parents will not be able to come onto campus to pass out birthday items.

### **EAT LUNCH WITH YOUR CHILD DAY/ LUNCHTIME EVENTS**

Parents/family members are invited to eat lunch with their children on select days throughout the school year. To ensure successful lunchtime events, please adhere to the following guidelines.

- Parents must sign-in and wear a visitor's pass at all times.
- **You may only provide food for your own children, no sharing please.**
- Parents must follow the school dress code while on campus.

### **EMERGENCY POLICIES AND PROCEDURES**

Student safety is Hollyvale's primary concern. To ensure student and staff readiness, earthquake, fire, or lockdown drills are conducted on a monthly basis. Parents/volunteers visiting the campus are to adhere to the school's emergency policies and procedures. The following is a brief summary of procedures followed by staff:

## **Fire**

- ◆ Students will exit the classroom in an orderly fashion upon hearing the fire alarm, seeing fire, or smelling smoke. Classes will report to their assigned area on the playground.
- ◆ Teachers will account for all students, and will remain with the class to supervise.
- ◆ Upon hearing the “all clear” bell, classes will be released to enter the school.
- ◆ Parents who wish to check their child out of school **must** check in at the front gate with the office staff. Anyone wishing to check a student out of school must show identification. Parents will be asked to remain at the front gate as students will be sent to the gate for release.

## **Earthquake**

- ◆ When the earth starts moving, the teacher will state, “duck, cover, and hold”. Students and staff will go under a desk, hold on to a leg, face away from windows and protect their head.
- ◆ When the shaking stops, the class will leave the room in an orderly manner, and go to their assigned area on the playground. Teachers will account for all students, then report to their assigned disaster team. Students will remain together as a class under the supervision of a staff member.
- ◆ Parents who wish to check their child out of school **must** check in at the front gate with the office staff. Anyone wishing to check a student out of school must show identification. Parents will be asked to remain at the front gate as students will be sent to the gate for release.

## **Lock Down**

- ◆ “Code Red Lock Down” will be announced over the school system.
- ◆ Staff will lock all doors.
- ◆ Parents who wish to check their child out of school **must** check in at the front gate with the office staff. Anyone wishing to check a student out of school must show identification. Parents will be asked to stay at the front gate as students will be sent to the gate for release.

## **HOMEWORK POLICY**

At Hollyvale, we believe that nightly reading is the most essential daily learning activity for academic success. In addition to nightly reading, each grade level has developed specific activities to be completed at home. At the beginning of the school year, your teacher will notify you of their homework expectations, how it relates to grades, and how to best help your child with homework each night.

## **WILLIAMS UNIFORM COMPLAINT**

The district has several types of complaint procedures that have been designed to deal with a variety of issues. District and site administrators will review each complaint to ensure that the proper forms, procedures and timelines are followed. In the event that a complaint is inappropriately submitted, the administrator reviewing the complaint will notify the complainant, and work with them to file the complaint properly. The district shall use procedures to investigate and resolve complaints when the complainant alleges that certain conditions have occurred.

### **Uniform Complaint Procedures**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs or any other district-implemented program which is listed in Education Code 64000(a) (5CCR4610); 2) unlawful discrimination against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation,

gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; \*\*\* 5) unlawful imposition of pupil fees for participation in educational activities in public schools; 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3; 7) District noncompliance with reasonable accommodation to a lactating student to express breastmilk or breast feed an infant child; 8) Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2); 9) Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2); 10) Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3); 11) Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223); 12) Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy; 13) Any other complaint as specified in a district policy.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to Tom Loomis, Director of Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 extension 7233, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective actions to comply, then various civil remedies may be available. Contact Tom Loomis, Director of Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 extension 7233, for additional information or assistance.

Title IX Coordinator: Tom Loomis, Director of Student Services at 15576 Main Street, Hesperia, CA 92345 (760) 244-4411 ext. 7233.

**Students****Sexual Harassment**

The Governing Board is committed to maintaining an educational environment that is free from any form of harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of sexual harassment.

**Sexual Harassment Prevention**

District and school strategies shall focus on prevention of sexual harassment by providing age-appropriate training and information to students and staff, including, but not limited to, the District's anti-harassment policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

**Intervention**

Students are encouraged to notify school staff immediately of any incidents of sexual harassment. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness incidents of sexual harassment shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

**Complaints and Investigation**

The following position is the designated Coordinator to handle complaints regarding sexual harassment, and to answer inquiries regarding the District's policies:

**DIRECTOR OF STUDENT SERVICES**

Any student that feels that he/she is being sexually harassed should immediately contact a teacher, site administrator, or the Director of Student Services. In addition, any student who observes any such incident should report the incident to a teacher, site administrator, or the Director of Student Services, whether or not the victim files a complaint. Any school employee who observes an incident of sexual harassment shall report the incident to a teacher, site

administrator, or the Director of Student Services. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. The Superintendent or designee may also establish other processes for students to submit anonymous reports of discrimination or harassment.

Complaints of sexual harassment shall be investigated immediately and resolved in accordance with site-level grievance procedures specified in AR 5145.7.

When a student is reported to be engaging in sexual harassment off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

The Superintendent or designee shall ensure that the student handbook clearly describes the District's anti-harassment policy, procedures for filing a complaint regarding sexual harassment, and the resources that are available to students who witness or are subject to any such behavior. The District's policy shall also be posted on the District web site or any other location that is easily accessible to students, parents, and staff.

#### Discipline

Any student who engages in sexual harassment, on or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations.

#### Confidentiality

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

**Discrimination, Harassment, Bullying, or Intimidation Complaint Form**

In providing the information requested below, the complainant has obligated the District to investigate the allegation(s) made and to take appropriate corrective or disciplinary actions.

TO: \_\_\_\_\_  
Name of School Official

FROM: \_\_\_\_\_      \_\_\_\_\_  
Name of Complainant      School Complainant Attends

1. State the specific nature of your complaint and other relevant facts. (Explain in narrative and provide sufficient background so as to identify the person(s) and/or omission(s) that led to this allegation. If applicable, identify who made what specific verbal remarks. Identify what, if any, physical contact was made. Attach additional pages as necessary.)

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2. Identify the date(s) and location(s) of the alleged discrimination, harassment, bullying, or intimidation.

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3. List the name(s) of any witness(es) present.

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4. List the name(s) of any individual(s) who may have told you of the incident.

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5. Describe your immediate response to the alleged discrimination, harassment, bullying, or intimidation.

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6. What remedy are you seeking from the District?

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

FOR OFFICE USE:

Date Received: \_\_\_\_\_

Received By: \_\_\_\_\_

Date Investigation Completed: \_\_\_\_\_

**Hesperia Unified School District**

**BP 5145.3**

**Students**

**Nondiscrimination/Harassment**

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district.

The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in, or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

**Discrimination/Harassment Prevention**

District and school strategies shall focus on prevention of discrimination, harassment, intimidation and bullying by providing age-appropriate training and information to students and staff, including, but not limited to, the District's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

**Intervention**

Students are encouraged to notify school staff immediately of any incidents of discrimination, harassment, intimidation or bullying. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness incidents of discrimination, harassment, intimidation or bullying shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### Complaints and Investigation

The following position is designated to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the District's nondiscrimination policies:

#### DIRECTOR OF STUDENT SERVICES

Any student that feels that he/she is being harassed, discriminated, intimidated or bullied should immediately contact a teacher, site administrator, or the Director of Student Services. In addition, any student who observes any such incident should report the incident to a teacher, site administrator, or the Director of Student Services, whether or not the victim files a complaint. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to a teacher, site administrator, or the Director of Student Services. The Superintendent or designee may also establish other processes for students to submit anonymous reports of discrimination, or harassment.

Complaints of discrimination, harassment, intimidation, or bullying shall be investigated immediately and resolved in accordance with site-level grievance procedures specified in AR 5145.7. Complaint Forms are available at your child's school.

When a student is reported to be engaging in discrimination or harassment off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

The Superintendent or designee shall ensure that the student handbook clearly describes the District's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who witness or are subject to any such behavior. The District's policy shall also be posted on the District web site or any other location that is easily accessible to students, parents, and staff.

### Discipline

Any student who engages in discrimination or harassment, on or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations.



**Students****Bullying**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

**Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

**Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

**Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. The Superintendent or designee may establish other processes for students to submit anonymous

reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7. Complaint Forms are available at your child's school.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include, to the extent possible, documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Students shall be encouraged to save and print any messages that they feel constitute cyberbullying, whether to themselves or another student, and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations.

**PARENT AND FAMILY ENGAGEMENT**

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

(cf. 4020 - School Plans/Site Councils)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parents Rights and Responsibilities

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent and family engagement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent and family engagement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

**Title I Schools**

Each year the Superintendent or designee shall identify specific objectives of the district's parent and family engagement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent and family engagement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent and family engagement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent and family engagement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent and family engagement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent and family engagement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent and family engagement policy in accordance with 20 USC 6318.

## **PARENT AND FAMILY ENGAGEMENT (continued)**

### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

#### Legal Reference: EDUCATION CODE

11500-11506 Programs to encourage parent and family engagement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

#### LABOR CODE

230.8 Time off to visit child's school

#### UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

#### Management Resources:

##### CSBA PUBLICATIONS

Parent and Family Engagement: Development of Effective and Legally Compliant Policies, Governance and Policy

Services Policy Briefs, August 2006

##### STATE BOARD OF EDUCATION POLICIES

89-01 Parent and Family Engagement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE Parental Involvement: Title I, Part A, April 23, 2004

##### WEB SITES

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

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent and Family Engagement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net> Parents as Teachers National Center:

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

#### Policy

2001; May 4, 2015

May 7, 2018

HESPERIA UNIFIED SCHOOL DISTRICT adopted: April 23,

Hesperia, California Revised: September 22, 2008,

## **PARENT AND FAMILY ENGAGEMENT**

### District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318).

The Superintendent or designee may:

a. Establish a District Advisory Council that includes parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.

b. Invite input on the LEA plan from the DELAC and other district committees and school site councils.  
(cf. 0420 - School Plans/Site Councils  
(cf. 1220 - Citizen Advisory Committees)

c. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

d. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA prior to the Board's approval of the plan or revisions to the plan.

e. Ensure that school-level policies on parent and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. (20 USC 6318)

The Superintendent or designee may:

a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent and family engagement issues.

## **PARENT AND FAMILY ENGAGEMENT (continued)**

- b. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
- c. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
- 3. Build the capacity of schools and parents/guardians for strong parent and family engagement. (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.  
(cf. 6011 - Academic Standards) (cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement.
- c. Educate teachers, student services, personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/ guardians and the schools.  
(cf. 4131/4231/4331 - Staff Development)
- d. To the extent feasible and appropriate, the district's Family Center Resource Specialist will coordinate and integrate parent and family engagement programs and activities with Head Start, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

## **PARENT AND FAMILY ENGAGEMENT (continued)**

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent and family engagement activities as parents/guardians may request.
- g. The district's Parent/Community Liaison will inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Provide necessary literacy training using Title I funds.
- b. Train parents/guardians to enhance the involvement of other parents/guardians.
- c. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
- d. Establish a district-wide advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
- e. Through the district's Parent/Community Liaison, make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.  
(cf. 1020 - Youth Services)
- f. Provide information about opportunities for parent and family engagement through the district web site or other written or electronic means.
- g. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.  
(cf. 1230 - School-Connected Organizations)

## **PARENT AND FAMILY ENGAGEMENT (continued)**

- h. To the extent practicable, the district Language Support Services department will provide translation services to school sites and at meetings involving parents/guardians as needed.
  - i. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.
4. Coordinate and integrate Title I parent and family engagement strategies with Head Start, public preschool, and other programs. (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
  - b. Involve district and school site representatives from other programs to assist in identifying specific population needs.
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs.
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served by Title I. (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation includes the identification of barriers to greater participation in parent and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent and family engagement and, if necessary, to recommend changes in the parent and family engagement policy. (20 USC 6318)



## **PARENT AND FAMILY ENGAGEMENT (continued)**

c. Assess the district's progress in meeting annual objectives for the parent and family engagement program, notify parents/guardians of this review and assessment through regular school communication mechanisms, and provide a copy to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

a. Use a variety of methods, such as focus groups and surveys, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.

b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.

6. Involve parents/guardians in the activities of schools served by Title I. (20 USC 6318) The Superintendent or designee may:

a. Include information about school activities in district communication to parents/guardians.

b. To the extent practicable, Language Support Services will assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent and family engagement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

### School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent and family engagement shall be developed jointly with, reviewed annually, and agreed upon by parents/guardians of participating students. This policy will be included in the school's Single Plan for Student Achievement (SPSA). Such a policy shall describe the means by which the school will: (20 USC 6318)

## **PARENT AND FAMILY ENGAGEMENT (continued)**

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such service relate to parent and family engagement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314.
4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs.
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

## **PARENT AND FAMILY ENGAGEMENT (continued)**

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it related to the student's achievement.

(2) Frequent reports to parents/guardians on their children's progress.

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

7. Build the capacity of the school and parents/guardians for strong parent and family engagement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311 (h) in a format and language such parents/guardians can understand.

If the school has a parent and family engagement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent and family engagement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

## **PARENT AND FAMILY ENGAGEMENT (continued)**

### District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society. (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.

b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities. (Education Code 11502, 11504)

## **PARENT AND FAMILY ENGAGEMENT (continued)**

Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
  - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
  - c. Provide information about parent and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
  - d. To the extent practicable, provide notes and information to parents/guardians in a format and language they can understand.
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues.
4. Train teachers and administrators to communicate effectively with parents/guardians. (Education Code 11502, 11504)

The Superintendent or designee may provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.

5. Integrate parent and family engagement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent and family engagement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

Regulation HESPERIA UNIFIED SCHOOL DISTRICT  
approved: April 23, 2001; May 4, 2015 Hesperia, California  
Revised: May 7, 2018

**PARENTS RIGHTS AND RESPONSIBILITIES**

The Board of Education recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)  
(cf. 5022 - Student and Family Privacy Rights) (cf. 6020 - Parent and Family Engagement)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.  
(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.  
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Legal Reference: EDUCATION CODE

33126 School accountability report card

35291 Disciplinary rules

48070.5 Promotion and retention of students

48985 Notice to parent in language other than English

49091.10-49091.19 Parental review of curriculum and instruction

49602 Confidentiality of pupil information

51100-51102 Parent/guardian rights

51513 Personal beliefs

60510 Disposal of surplus instructional materials

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

Management Resources: WEB SITES

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

CDE: <http://www.cde.ca.gov>

## **Parent/Guardian Rights**

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)  
(cf. 6116 - Classroom Interruptions)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)  
(cf. 5113 - Absences and Excuses)

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

(cf. 0500 - Accountability)  
(cf. 0510 - School Accountability Report Card)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6174 - Education for English Language Learners)

## **PARENT RIGHTS AND RESPONSIBILITIES (continued)**

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)

(cf. 5116.1 - Intradistrict Open Enrollment) (cf. 5117 - Interdistrict Attendance)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

(cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate) (cf. 5142 - Safety)

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14) (cf. 1312.2 - Complaints Concerning Instructional Materials) (cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction) (cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 6161.11 - Supplementary Instructional Materials)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

(cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 6020 - Parent and Family Engagement)

10. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)



## **PARENT RIGHTS AND RESPONSIBILITIES (continued)**

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)  
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)  
(cf. 0520.2 - Title I Program Improvement Schools) (cf. 0520.3 - Title I Program Improvement Districts)

12. To have access to the school records of their child (Education Code 51101)  
(cf. 5125 - Student Records)  
(cf. 5125.1 - Release of Directory Information)

13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)  
(cf. 6011 - Academic Standards)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities) (cf. 6146.5 - Elementary/Middle School Graduation Requirements)

14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)  
(cf. 1250 - Visitors/Outsiders)  
(cf. 5132 - Dress and Grooming) (cf. 5144 - Discipline)  
(cf. 5145.6 - Parental Notifications)

15. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)  
(cf. 5123 - Promotion/Acceleration/Retention)

16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education) (cf. 6164.6 - Identification and Education Under Section 504)

17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)  
(cf. 5022 - Student and Family Privacy Rights)

## **PARENT RIGHTS AND RESPONSIBILITIES (continued)**

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1) (cf. 0420 - School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees) (cf. 6171 - Title I Programs) (cf. 6175 - Migrant Education Program)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101) (cf. 5125.3 - Challenging Student Records)

20. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12) (cf. 5131.6 - Alcohol and Other Drugs) (cf. 5141.3 - Health Examinations)

### Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time (cf. 6154 - Homework/Makeup Work)
3. Encouraging their child to participate in extracurricular and cocurricular activities (cf. 6145 - Extracurricular and Cocurricular Activities)
4. Monitoring and regulating the television viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities (cf. 1240 - Volunteer Assistance)
7. Participating in decisions related to the education of their own child or the total school program as appropriate

**TITLE I PROGRAMS**

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

(cf. 0410 - School Plans/Site Councils)

The district and each school receiving Title I funds shall develop a written parent and family engagement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent and Family Engagement)

**Local Educational Agency Plan**

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Board of Education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

**Comparability of Services**

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

**TITLE I PROGRAMS**

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio of non-Title I schools.

3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure of non-Title I schools.

4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for educational language instruction programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instance of noncomparability is identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

#### Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools) (cf. 0520.3 - Title I Program Improvement Districts) (cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference: EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

## Management Resources:

### CSBA PUBLICATIONS

Parent and Family Engagement: Development of Effective and Legally Compliant Policies, Governance and Policy

Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

### WEB SITES

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

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

No Child Left Behind: <http://www.ed.gov/nclb>

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

Policy  
28, 1996; May 4, 2015  
September 22, 2008, May 7, 2018

HESPERIA UNIFIED SCHOOL DISTRICT adopted: October  
Hesperia, California Revised: April 23, 2001;

## **TITLE I PROGRAMS**

### Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes. (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001: 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

A schoolwide program shall include: (20 SC 6314)

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards.

(cf. 6011 - Academic Standards) (cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6175 - Migrant Education Program)

2. Schoolwide reform strategies that:
  - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement.
  - b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations.  
(cf. 5148.2 - Before/After School Programs) (cf. 6111 - School Calendar)  
(cf. 6112 - School Day)  
(cf. 6177 - Summer School)
  - c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program.

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. 5149 - At-Risk Students)  
(cf. 6030 - Integrated Academic and Vocational Instruction) (cf. 6164.2 - Guidance /Counseling Services)  
(cf. 6164.5 - Student Success Teams)

- d. Address how the school will determine if student needs have been met.
- e. Are consistent with and designed to implement state and local improvement plans, if any.  
(cf. 0520.2 - Title I Program Improvement Schools) (cf. 0520.3 - Title I Program Improvement Districts)

3. Instruction by highly qualified teachers.  
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards.  
(cf. 4131 - Staff Development)  
(cf. 4222 - Teacher Aides/Paraprofessionals) (cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

5. Strategies to attract high-quality, highly qualified teachers to high-need schools.  
(cf. 4111 - Recruitment and Selection)

6. Strategies to increase parent and family engagement.  
(cf. 5020 - Parents Rights and Responsibilities) (cf. 6020 - Parent and Family Engagement)

### **TITLE I PROGRAMS (continued)**

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.  
(cf. 6300 - Preschool/Early Childhood Education)

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program as determined by a site-based team.

9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance.

(cf. 6179 - Supplemental Instruction)

10. Coordination and integration of federal, state, and local services and programs

#### Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to: (20 USC 6315)

1. Students in grades 3-6 identified by the school as failing, or most at risk of failing, to meet the state's academic standards on the basis of criteria established by the district and supplemented by the school.

2. Students in K-2nd grade selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures.

A targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards expected for all students.

2. Ensure that program planning is incorporated into existing school planning.

3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I.

#### **TITLE I PROGRAMS**

4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs.

5. Provide instruction by highly qualified teachers.

6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and if appropriate, student service personnel, other staff, and parents/guardians who work with participating students.

7. Provide strategies to increase parent and family engagement.

8. Coordinate and integrate federal, state, and local services and programs.

#### Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (20 USC 6320, 7881)

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319. (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation.

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the district's Title I programs. Such consultation shall occur before the district makes any decisions that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of. (20 USC 6320, 7881: 34 CFR 200.63)

1. How the needs of private school students will be identified.
2. What services will be offered.
3. How, where, and by whom the services will be provided.
4. How the services will be academically assessed and how assessment results will be used to improve those services.
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services.
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools.
7. How and when the district will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider.
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor.

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The Superintendent and designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)



## **TITLE I PROGRAMS (CONTINUED)**

If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.  
(cf. 3580 - District Records)

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students teachers.
3. The district's program met the needs of the private school teachers and/or private school students.
4. The district made efforts to resolve any complaints made by private school representatives.

Regulation  
2001; May 4, 2015  
May 7, 2018

HESPERIA UNIFIED SCHOOL DISTRICT approved: April 23,  
Hesperia, California Revised: September 22, 2008,

**Instruction**  
**EDUCATION FOR HOMELESS CHILDREN**

**BP 6173(a)**

The Board of Education desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services, as required by law, so that these students can meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on Education code requirements and the student's best interest as defined in law and administrative regulation. A student's homeless status will not supersede any expulsion requirements or restrictions that may apply.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

**Transportation**

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or district liaison shall consult with the superintendent or district liaison of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

**Legal Reference:**

**EDUCATION CODE**

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

**UNITED STATES CODE, TITLE 42**

11431-11435 McKinney-Vento Homeless Assistance Act

**Instruction BP 6173(b)**

**Management Resources:**

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

**WEB SITES**

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/isp/hs/cy/>

National Center for Homeless Education at SERVE: <http://www.serve.org>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

## **EDUCATION FOR HOMELESS CHILDREN**

## **AR 6173(a)**

### **Definitions**

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

**AR 6173(b)****EDUCATION FOR HOMELESS CHILDREN (continued)**

Unaccompanied youth means a youth not in the physical custody of a parent or guardian. (42 USC 11434a)

District Liaison

1 The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director — Curriculum, Instruction, and Student Services 15576 Main Street, Hesperia, CA 92345  
(760) 244-4411 ext. 7233

The district's liaison for homeless students shall ensure that: (42 USC 11432)

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of homeless children is disseminated at places where homeless children receive services, such as schools, shelters, and soup kitchens
6. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation
7. Parents/guardians are fully informed of all transportation services
8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion

**AR 6173(c)****EDUCATION FOR HOMELESS CHILDREN (continued)**

9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability

10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

Enrollment

Placement decisions for homeless students shall be based on the law and a student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

When making a placement decision, the Superintendent or district liaison may consider how to best help the student make standard academic progress, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her

appeal rights. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or district liaison shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately, as allowed by law, enroll the student in the school of choice, even if (a) the parent/guardian is unable to provide the school with the records normally required for enrollment, including, academic records, proof of residency, medical records, and/or medical history records; (b) the student has outstanding fees, fines, textbooks, or other monies due to the school last attended;

#### **AR 6173(d)**

##### **EDUCATION FOR HOMELESS CHILDREN (continued)**

or, (c) the student does not have clothing normally required by the school, such as school uniforms. (42 USC 11432)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

##### **Enrollment Dispute Resolution Process**

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432) Please note that students under a term of expulsion will be placed per California Education Code, the students rehabilitation plan, available programs, and school board timelines.

The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the district liaison. (42 USC 11432)

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision

#### **AR 6173(e)**

##### **EDUCATION FOR HOMELESS CHILDREN (continued)**

to the county office of education and, if the dispute remains unresolved, to the California Department of Education.

The district liaison shall carry out the dispute resolution process as expeditiously as possible after

receiving notice of the dispute. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute.

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

#### Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

#### **AR 6173(f)** **EDUCATION FOR HOMELESS CHILDREN (continued)**

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the

eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

### Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the

### **AR 6173(g)** **EDUCATION FOR HOMELESS CHILDREN (continued)**

transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain

admission to a postsecondary educational institution

2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

#### Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)



**AR 6173(h)**  
**EDUCATION FOR HOMELESS CHILDREN (continued)**

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

Policy HESPERIA UNIFIED SCHOOL DISTRICT  
adopted: May 2, 2011; May 4, 2015 Hesperia, California  
revised: September 12, 2016

**EDUCATION FOR HOMELESS CHILDREN  
DISTRICT EXPLANATION OF ENROLLMENT DECISION**

Instructions: The following form is to be used when the district has denied a parent/guardian's enrollment request.

Date: Name of person completing form:

Title: Phone number:

In accordance with federal law (42 USC 11432), this notification is being provided to:

Name of parent/guardian:

Name of student(s):

Name of school requested:

District's placement decision (name of school):

After reviewing your request to enroll your child in the school listed above, your enrollment request has been denied. This determination was based upon:

q Being under an active term of expulsion

q Other: Explain.

You have the right to appeal this decision to the district Superintendent. If you are not satisfied with the Superintendent's decision, you may appeal to the Superintendent of Schools, San Bernardino County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

Name of district's homeless liaison:

Address:

Phone number:

Name of County Office of Education homeless liaison:

Address:

Phone number:

**E 6173(b)**

**EDUCATION FOR HOMELESS CHILDREN (continued)**

You also have the following rights:

· Pending resolution of this dispute, your child has the right to immediately enroll in the school you requested and to participate in school activities at that school, unless your child is under an active term of expulsion.

· You may provide written or verbal documentation to support your position. You may use the district's dispute resolution form. A copy of the dispute resolution form can be obtained from the district's liaison for homeless students.

· You may seek the assistance of advocates or attorneys to help you with this appeal.

**EDUCATION FOR HOMELESS CHILDREN**

**ENROLLMENT DISPUTE FORM**

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted:

Name of person completing form:

Student's name:

Relation to student:

I may be contacted at the following:

Address:

Phone number:

Name of school requested:

I wish to appeal the enrollment decision made by:  
District liaison      Superintendent      County liaison

**E 6173(c)**

**EDUCATION FOR HOMELESS CHILDREN (continued)**

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

A written explanation of the district's decision

Contact information for the district's homeless liaison

Contact information for the county office of education's homeless liaison

**Instruction**

**AR 6142.7**

**PHYSICAL EDUCATION AND ACTIVITY**

**Definitions**

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

**Instructional Time**

Instruction in physical education shall be provided for at least the following minimum period of time:(Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days
2. For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recesses and the lunch period
3. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days
4. For students in grades 9-12, 400 minutes each 10 school days

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

The Superintendent or designee shall determine a method to document compliance with the PHYSICAL EDUCATION AND ACTIVITY (continued)

required number of instructional minutes. Such documentation may include, but not be limited to, a

master schedule, teacher roster, or log for staff or students to record the number of physical education minutes completed.

Any complaint alleging noncompliance with the instructional minute requirement for elementary schools may be filed in accordance with the District's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the District's decision may appeal the decision to the California Department of Education (CDE). If the District or the CDE finds merit in a complaint, the District shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, 51223; 5 CCR 4600-4687)

(cf. 1312.3 - Uniform Complaint Procedures)

Students exempted from physical education pursuant to Education Code 51241(b)(1) or (c)(1) shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Monitoring Moderate to Vigorous Physical Activity

To monitor whether students are engaged in moderate to vigorous physical activity for at least 50 percent of physical education class or session time, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity or the number of students who are inactive during physical education classes.

2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes.

(cf. 4115 - Evaluation/Supervision)

Criteria for Enrollment in Alternative Physical Education (Applicable to Grades 9-12)

Any student enrolling in an alternative physical education program shall present to the principal a letter from his/her physician stating that the student needs an alternative physical education program and the reasons why, or documentation certifying that the student meets all of the following criteria:

1. The student is involved in a year long program for the purpose of high level competition or dance performance.

2. The student is involved at a training level (minimum five hours weekly), not a recreational level.

3. The off-campus teacher/coach must present evidence of his/her professional certification for the sport or a valid California Teaching Credential in Physical Education.

PHYSICAL EDUCATION AND ACTIVITY (continued)

4. The student must present evidence of his/her membership in a state, national, or international organization for the sport.

5. The student must apply on a semester basis for participation in the off-campus physical education program.

Procedure for Receiving Credit for Alternative Physical Education

1. The student must submit all documentation to the principal and have appropriate signatures on the contract available in the counseling office.

2. The principal will determine if the parent/guardian's request for the student to receive physical education credit for participation in an alternative physical education program conforms to Board policy and administrative regulation.

3. The student must turn in monthly log sheets/competition result sheets signed by the teacher/coach to the designated coordinator by the last day of the month.

4. The maximum credit hours available per semester is 5 credits, regardless of the total number of hours submitted.

5. When the student has earned the 20 credits required for graduation, he/she may no longer participate in the alternative physical education program for credit.

6. The principal shall recommend approval or disapproval and send the completed form to the Director of Student Services.

Parents/guardians and the principal will receive confirmation that the students will/will not receive physical education credit for participation in alternative physical education from the Director of Student Services.

#### Physical Fitness Testing

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

(cf. 6162.5 - Student Assessment)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall

#### PHYSICAL EDUCATION AND ACTIVITY (continued)

serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing and shall be included in his/her cumulative record. (Education Code 60800; 5 CCR 1043.10, 1044)

(cf. 5125 - Student Records)

Each student's test results shall also be provided to his/her parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

(cf. 0510 - School Accountability Report Card)

#### Testing Variations

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

### **Additional Opportunities for Physical Activity**

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess and lunch supervisors on methods to engage students in moderate to vigorous physical activity

(cf. 1240 - Volunteer Assistance)

(cf 4231 - Staff Development)

(cf 5030 - Student Wellness)

2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, special events, and competitions

(cf 6145 - Extracurricular and Cocurricular Activities)

(cf 6145.5 - Student Organizations and Equal Access)

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs
5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

(cf 1330.1 - Joint Use Agreements)

6. Developing business partnerships to maximize resources for physical activity equipment and programs

(cf 1700 - Relations Between Private Industry and the Schools)

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

(cf 5192.2 - Safe Routes to School Program)