

Sonora Elementary School District

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2022-2023

Student/Parent Handbook

Notification of Rights & Responsibilities



August, 2022

Dear Parents/Guardians of Sonora Elementary Students,

We are extremely excited to welcome back our students, families and staff to the 2022-2023 school year here at Sonora Elementary. We are excited for a fresh start to a new school year, the opportunity to have you as a part of the Bobcat Family, and the chance to make this a great year of social and academic growth for your child. I envision this school year as the full return to what makes our school a great place to be, with the activities, assemblies, field trips, and other events that bring learning opportunities for our students, while engaging and involving our families. We never lose sight on the fact there are other choices in our community for your child's educational placement and we appreciate, on a daily basis, that you choose our school. We pledge to do our very best in keeping your child safe and providing a rigorous academic program to meet grade level standards.

This document serves as a notification of rights and responsibilities and our parent/student handbook, providing detailed information about our entire school system. We encourage you to read this handbook and discuss with your student information that is pertinent to their success. As always, we encourage you to stay connected to your child's teacher(s), your student's educational experience, and all of the wonderful ways that you and your child can participate in educational and recreational experiences at SES, throughout the year. Welcome back, Bobcats!

Sincerely,

Chris Boyles
Principal

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As the parent of a student you have many rights and responsibilities. This booklet talks about many of those and laws, policies and statutes which cover them. We recommend you read it.

Teachers build your child's education one day at a time, so every day is essential. In elementary, middle, junior, and high school, moving ahead, or even graduation, can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.

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

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

MISSION STATEMENT

We believe that the school experience should be safe, positive, and successful, while contributing to the physical, social, and mental well being of the child.

We are committed to:

- Challenging all students to reach their full potential by encouraging natural curiosity and a love of learning
- Promoting character development that emphasizes responsibility, self-discipline, compassion, honesty, integrity, and respect
- Fostering parental involvement to maximize student success
- Providing a balanced educational program, which includes fine arts, technology and physical fitness
- Ensuring that staff has multiple opportunities for professional growth and development

ROLES AND RESPONSIBILITIES

■ Staff Roles & Responsibilities

The Board of Trustees is responsible for setting policy, for seeing that policies are carried out, for seeing that the school operates within its budget, for hiring a superintendent who will carry out school policies and who will plan and implement an effective educational program. The Board of Trustees meets regularly on the second Wednesday of each month in the library at 5:30 p.m. You are encouraged to attend these meetings.

The District Superintendent is the chief executive officer and is responsible for carrying out the policies of the board. The Superintendent, Cheryl Griffiths, also supervises the general district school program, transportation, and the buildings and grounds. She is responsible for the implementation and supervision of state standards for instruction and assessment. All individuals employed by the school district are responsible to the superintendent.

The Principal is primarily responsible for classroom instruction, campus safety and student character development. The Principal will assist the superintendent with school programs. The Principal, Chris Boyles, will also administer special education, character education, attendance, school safety, disaster preparedness, curriculum, instruction, and independent study.

The Assistant Principal is primarily responsible for student discipline and assisting the Principal with campus safety. The Assistant Principal, Kristie Quinn, will assist the Principal with school programs and operations for Sonora Elementary School.

The Classroom Teacher is responsible for teaching the school's curriculum, for creating daily lessons, and for establishing a positive learning environment for each child. If for any reason, you believe that your child's particular educational or emotional needs are not being met in the classroom, please make an appointment with your child's teacher. By sharing your insights as a parent with your child's classroom teacher, you can help him or her to better meet your child's needs.

Classified Employees are primarily responsible to support the daily operation of school. Whether they are paraprofessionals assisting the teacher in the classroom, custodians, school secretaries, or food service staff, these professionals are committed to supporting the smooth operation of our school.

■ Parent Involvement

Support Sonora School (SSS)

Support Sonora School (SSS) is our parent teacher organization and is very active on our campus as a support to teachers and programs. SSS sponsors special activities and programs for children; fundraisers for equipment and field trips, etc. Please support our school and SSS through your participation. Volunteer to serve on a committee if you can. Research shows that parent involvement in schools can accelerate student achievement and enhance school programs. It will also make you feel more a part of your child's education.

School Site Council

The open exchange of ideas between the people at school and the people in the community is what makes the public schools truly public. The School Site Council is a vehicle for the exchange of ideas. The School Site Council is charged with developing the school site (instructional) plan and evaluating the school program annually. Members of the School Site Council are elected to represent the parents, the teachers and the support staff. Visitors are welcome to attend the meetings.

Deliveries and Messages

When you have a message for the teacher or the child, they need to be called into the office by 1:30 p.m. If your child has already entered the school bus, to keep the efficiency of our school transportation, you may not call and ask them to be removed from the bus to pick them up at school. If you are going to pick up your child after school, please send a note to the teacher that morning NOT to send them on the bus. Without a note or a message, when the buses leave, the child will be on it as usual. Please do not give your child verbal instructions to do something that we cannot honor. It is Sonora Elementary School's policy that flowers or balloons will not be delivered to students in the classroom for special occasions.

■ Visitors & Parent Volunteers

Any person coming onto campus must report to the School Office, sign in, and get a visitor's pass. People on campus without a visitor's pass will be asked to report to the office to sign in. Parents wishing to volunteer on campus must complete a Parent Volunteer Agreement and participate in a mandatory parent volunteer training, which lasts approximately 30 minutes. Parent volunteer information is available in the School Office.

ENROLLMENT AND ATTENDANCE

■ Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Districts may allow the transfer of students from or to other districts (inter-district transfer). Victims of bullying or violence are given preference in intra- and inter-district transfers. In some cases, the district must provide transportation. Students attending "persistently dangerous" schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48204.7, 48206.3,

48300, 48301, 48306, 48853.5, 48980, 49068, 51101; 20 USC 7912]

1. Interdistrict Attendance

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

Interdistrict Attendance Agreements and Permits

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

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement. [BP 5117 February 2020; EC 8151, 41020, 46600-46610, 48204, 48300-48317, 48900, 48915, 48915.1, 48918, 48980, 48985, 52317; CA Constitution Article 1, Section 31]

2. Attendance Where Caregiver Resides

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

3. Attendance in District in Which Parent or Guardian is Employed

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

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

4. Special Enrollment Allowances for Some Categories of Students

There are enrollment provisions for some students living in the District including foster, homeless, migratory, or military children: 1) they may stay enrolled at their school of origin outside the District, 2) their Individual Education Plan (IEP) indicates attendance elsewhere, or 3) the parent or guardian, with knowledge of all options, declares in writing otherwise. In some cases, they also have rights to expedited enrollment in school, to attend classes and programs (pending proof of immunization), to after-school programs, and fee waivers. The school district and each school site have complete documentation of the rights of homeless, foster, migratory, military, and other special categories of students. [EC 48204, 48204.7, 48645.3, 48850-48859, 51225.1, 56055; 5 CCR 4622; WIC 361, 726; 42 USC 11301, 11431-11435, 11432]

Student Immigrant and Religious Rights

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

Student Release Procedure

The welfare and safety of all of the students is imperative. For that reason we have established a student release procedure for those students who must leave the school grounds before the end of the day. We ask for your cooperation in complying with the following procedure: Either you as a parent or a designated adult (with permission on the emergency card) must come to the school office and sign the child out of school. Your child will only be released to an adult listed on the emergency card, unless a

phone call or note precedes the pick up time. Unless it is an emergency, students will not be called from class until a parent or designated adult, with proper identification, arrives in the office to sign out the child.

General Absences

Children cannot learn if they are not in school. Daily school attendance improves student achievement. Children learn early about being on time and not missing school; teach your child that school attendance is an important family value. Children ages 6 to 18 years must attend every school day. Updated

The state only awards funding to school districts for actual attendance. The state does not fund districts for the excused absences listed below. Always review the school calendar and plan activities and vacations during days off. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

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

- A. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.

6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- B. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- C. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - D. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - E. For purposes of this section, the following definitions apply:
 1. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
 2. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. [EC 48205, 48260]

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

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. [EC 46010.1]

■ Reporting Absences

Every absence must be cleared through the school office by phone on the day that the student is absent from school or the absence will be recorded as an unexcused absence. Please telephone our school attendance office to communicate the reason for absence. Please always use your child's first and last name when communicating with the attendance office and the date(s), reason for the absence, and your name. Only illness, a doctor appointment or a death in the family are considered legal excused absences.

■ Make-up Assignments

Students are responsible for making up all classwork and homework assignments when absent. While grade/credit cannot be reduced due to an excused absence, the student must make up all the work in order to receive credit. If a student is absent for 3 days or longer, assignments can be obtained

by calling the office. Please allow one full day before picking up assignments.

■ Tardies

We expect students to arrive to school on time and be ready to learn at the start of the school day. When students arrive late to class, it disrupts the learning process in the classroom for the teacher and the students. We also understand that families will have circumstances that will cause the student to be late on occasion.

■ Minimum Days/Pupil Free Staff Development Days

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

■ Emergency School Closure

Schools may close in the case of a natural disaster such as an earthquake, a fire, a flood, or an epidemic/pandemic like COVID-19. School officials rely on the expertise and advice of public health and safety officials in these decisions. Other means of delivering instruction will be used as possible.

■ Snow Days

In the event of snowstorms, which may cause difficult driving conditions, Sonora Elementary School will adjust to such conditions. Only the most severe storm(s) will affect closing school. Closure of school may result in extending the school year. Parents will be notified through our automated school messaging program, through a voice recorded message and/or text message. Notification of a school closure or delayed start will also be made available on our school website at www.ses.k12.ca.us, on mymotherlode.com, and on radio stations KKBN, 93.5 FM; KVML, 1450 AM; and KZSQ, 92.7 FM, which broadcast these changes frequently throughout the morning. Parents are encouraged to send their students to school on the regular school buses. The buses are equipped to deal with the elements and drivers are trained to operate the buses in a safe and effective manner.

■ Short-Term Independent Study

If you plan to have your child out of school for five to ten school days duration, please contact the

attendance office to set up a short-term independent program, ten school-days in advance. A short-term independent study program is for absences of five to ten days and allows your child to receive the work while they are out of school. When your child completes the work in its entirety, they will get credited for attendance during the absences. To be eligible, the student must be maintaining passing grades, has not been classified as truant or under a SARB contract, and has had no previous incomplete short-term independent study contract in the past. Please keep in mind, it is difficult to replace the classroom instruction that occurs during your child's absence, so upon their return, anticipate your child being behind and absences of any kind should be avoided, if possible. No short-term independent study requests may be made after May 1st.

■ Individualized Instruction

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

■ Unexcused Absences (truancy)

When a student misses school without an excuse they are considered truant, and the school will notify the parent/guardian. The state defines three levels of truancy, each carrying more severe penalties for both the student and the parents or guardians. A student is classified as;

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

Habitual Truant: if they are truant three or more times in a school year and an effort is made to meet with parents

Chronic Truant: if they miss 10 percent or more of the school days in a school year.

Early intervention and cooperation between the school and the family is the best way to support student learning. A student who is truant can be referred to a student attendance review board (SARB), a community service program, the county probation department, or to the district attorney. Through these programs the student can be given guidance toward improving attendance. The goal is to intervene before a student enters the juvenile justice system or drops out of school. Parents are urged to use community services identified by the school or District, a SARB, the District Attorney, or Probation department. Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code.

Student Penalties: First truancy may result in a one-day weekend class; Second truancy may be a written warning from a peace officer; Third truancy may result in assignment to an after-school or weekend program, involvement of a SARB, a probation officer, or District Attorney; Fourth truancy may result in a chance to improve attendance, but may also result in the student being placed within the jurisdiction of the juvenile court. Other penalties may include required community service, payment of a fine, attending a truancy mediation program, and loss of driving privileges.

Parent Penalties: First conviction – up to \$100 fine; Second conviction – up to \$250 fine; Third conviction – up to \$500 fine. Parents of chronically truant elementary students face a fine up to \$2,000; imprisonment up to one year; or both. They may also be scheduled to meet regularly with district staff and/or referred to community resources. Parents may also have to attend classes at the student’s school for a day and/or personally deliver their child to school every day. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1, 830.1; WIC 256, 258, 601, 601.3]

■ Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity,

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

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

INSTRUCTION AND CURRICULUM

Sonora Elementary fully implements the California State Standards. Our staff is committed to teach and assess these standards, meeting grade level expectations. We also strive to search for better methods, materials and ways of offering the best possible education for your child. For more information, visit the following website: www.cde.ca.gov/re/cc.

To determine if our students are meeting grade level competencies in the California State Standards, California utilizes a computer-based student testing system that ties to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The new tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the

CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604, 60615; ne]

Additional academic assistance, Title 1, is provided for reading and mathematics that meet eligibility criteria to participate in academic intervention from Title 1 staff. Students will be chosen to participate by staff, based on academic need and/or through the Student Success Team meeting process.

In addition, ELD instruction will provide English Learner students with a standards based curriculum that guarantees access to the core curriculum while simultaneously supporting students' language needs. Teachers across content areas provide academic vocabulary development and scaffold content instruction, using such strategies as visual aids, graphic organizers, structured student engagement, and word walls. English learner students in mainstream classes are assessed according to the English language development (ELD) standards across content areas, allowing them to access the content knowledge as they simultaneously develop their language skills.

■ Parent-Teacher Conferences

Parents are encouraged to ask for a parent-teacher conference to discuss your child's progress and to attend parent-teacher conferences scheduled by the school. Classroom concerns should be addressed with the teacher first. Taking part in these conferences is very important; parent attendance sends a strong message to children that school is important and you care how your child does in school. To better help your child, you may want to follow several of the steps below:

Before the conference, write or call to make or confirm an appointment;

- Talk with your child about school (success, favorite subjects, problem areas, etc.);
- Review the work that your child brings home;
- Make a list of any questions or concerns about your child's work or school program;
- Decide if your child would benefit from being included in the conference and discuss this with the teacher before the conference;
- Find someone to babysit your other children during the conference time;
- During the conference, ask questions if you do not understand what is being said;

- After the conference, share with your child what was discussed;
- Stay informed by asking your child about school and contacting the teacher when necessary.

■ Promotion/Graduation Standards

The Board of Trustees shall confer an 8th grade promotion diploma on students who meet all of the following requirements:

- (a) The student has earned a 2.0 cumulative grade point average for their seventh and eighth grade years. The cumulative GPA from 7th grade would hold a weight of 33% of the total and 8th grade GPA would be weighted at 67%. This means that the 8th grade cumulative GPA would hold double the weight as that of 7th grade, in calculating the cumulative, overall GPA.
- (b) The student cannot receive more than two "F" grades in the eighth grade year.
- (c) The student has successfully met the goals of his/her Individualized Educational Plan (IEP).

Report Cards/Progress Reports

Report cards will be issued at the end of each trimester. If a student is experiencing difficulties in academic subjects or citizenship, the following sequence of notices will be sent home: progress report and then a possible D/F notice. Progress Reports may also be issued to students who are improving or excelling in classes. In K-4, standards-based report cards are used each trimester. Letter grades are also given to students in grades 5-8. Always contact the teacher should you have a concern.

■ Books

Textbooks and library books must be kept clean and are to be handled properly and covered. Students will pay for any damage to or loss of textbooks.

Students are encouraged to use our library as much as possible. The library is open during school hours. Ask the library clerk for help if you need it. Failure to return books will result in the loss of library privileges and school activities. The cost of replacement is charged for lost or damaged books. Student diplomas and report cards will be held until payment is received. Proper conduct and silence is required at all times.

■ Local Control Funding and Accountability

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

The Local Control Accountability Plan (LCAP) is a critical part of the LCFF. Each school district is required to engage parents, students, educators, employees, and the community to establish their plan. The LCAP must focus on eight areas identified as State priorities:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

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

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

Homeless, migratory, foster, military family, juvenile court youth, or youth participating in a newcomer program have special rights related to graduation and partial high school credits. They have the right to an adult to help make educational decisions. Foster and homeless youth also have special rights associated with college funding, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.3, 48645.5, 51225.1-51225.3, 56055; 5 CCR 4622; WIC 361, 726]

Language Acquisition Programs

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

Language acquisition programs are designed so students who are English Learners (EL) acquire English quickly and effectively based on state-adopted academic standards. Parents/Guardians may choose a language acquisition program that best suits their child.

Schools in which the parents/guardians of 30 students or more per school or of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. Parents/Guardians of EL students have a right to opt their child out of the language acquisition program or opt out of particular EL service(s) within a language acquisition program. [EC 306, 310; 5 CCR 11309, 11310]

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

■ Homework

The staff of Sonora Elementary feels that homework is important. While teaching and learning is interdependent and is primarily carried on in the classroom, we feel that most students need to develop the responsibility for individual study habits. Homework provides the practice, review, make-up and enrichment to make school learning more effective. Students in grades 4-8 will receive an assignment calendar to use to keep track of their homework assignments. The teachers will discuss their individual homework policies during Back-To-School Night. Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/guardians should be encouraged to read to their children. Homework assignments in grades 1-3 should promote the development of skills and encourage family participation. Expect 10-30 minutes night and independent reading. At the intermediate

level (4th–6th), students should be expected to spend an average of 40–60 minutes per night. In grades 4–6, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits. Homework assignments should not require use of encyclopedias or other specialize materials unless sufficient time is allowed for students to get such materials from the library. Homework for Grades 7 and 8 should be expected to spend an average of 5 to 7 hours per week on homework. Teachers of academic subjects will provide regular homework activities that promote the development of skills and provide students with the opportunity to grow academically.

■ School Counselors

School counselors are trained educators possessing a valid teacher credential with a specialization in pupil personnel services. Counselors help students in grades 7–12 make decisions about their courses, extra-curricular activities, and preparation for college and/or careers. They guide students through all the steps including information about financial aid, academic requirements, and careers. Counseling related to academic and nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender or gender identity, the gender listed in their records, or any protected group as listed under “Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs” on page 35. Most counselors are available by appointment and will meet with students and their families. The District Uniform Complaint Procedure may be used to file a complaint. [EC 221.5, 221.8, 48980, 49600, 48900, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D]

Sonora School employs a certificated counselor, Emily Vieira, to help children deal with personal and academic issues. If your son or daughter is having difficulties that are affecting his or her schoolwork, please contact the school counselor directly or our school office and we can connect you to counseling service.

■ District Courses

Annually the District prepares curriculum, course titles, aims, and descriptions in a prospectus. The prospectus is available at each school site and may be reproduced at cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA]

■ Curriculum and Personal Beliefs

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

Family Life, Human Development, and Sexual Health Education

Your child will be taking classes in compliance with the California Healthy Youth Act. These will include comprehensive sexual health education, HIV education, and research findings regarding pupil health behaviors and risks. Students in grades 7–12 will gain a deeper understanding of HIV transmission, prevention, and treatment. They will also be taught about the prevalence of human trafficking and the methods traffickers employ, including social media and mobile devices. You will be notified before such instruction. Any written and audio-visual educational materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker. You have a right to request, in writing, that your child not participate in any or all activities. You may withdraw this request at any time. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses. In this District, consultants or guest speakers give such instruction. Parents will receive notice of the dates, name of organizations, and affiliation of speakers by mail or other commonly used method of notification at least 14 days prior to the dates of the class or assembly. During this class, students in grades 7–12 may be asked to anonymously, voluntarily, and

confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained online at www.leginfo.ca.gov. [EC 51933-51939]

Tests/Surveys on Personal Beliefs

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

Dissection of Animals

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

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

■ Pupil Records

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, inspect, and get copies of school records within five business days of a written or oral request or before any meeting regarding an individualized education plan (IEP) or a hearing. Those records are confidential, and privacy will be maintained. Student records are provided to schools where student transfers or wants to enroll. In some instances, information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers, law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at the District office by school office staff. There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for ten cents (10¢) per page. If you cannot afford the cost of copies, they will be provided free of charge. With the proper documentation, the records can be changed to reflect a legal change of name and/or gender of a student or a former student. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States

Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24(t); FERPA; 20 USC 1232(g); 34 CFR Part 99]

Students of Military Families

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

Student Data from Social Media Websites

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

■ Regulations Regarding Pupil Achievement

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

■ Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.48, 200.61]

■ Privacy Policy

At the beginning of the school year, all parents have the option of signing a publication/video release form to have their child's image and, possibly, their name used in Sonora Elementary publications and/or various local media outlets to promote the school and its activities. We are aware of the importance of honoring your wishes in keeping your child's privacy while they attend school. Therefore, we ask that all parents refrain from taking photos of other children, without consent, at school events and, more importantly, posting the photos on social media websites.

■ Release of Directory Information

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

■ School Safety Plan

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

Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

STUDENT SERVICES

■ Student Meal Program

California's State Meal Mandate is expanded to include both a nutritiously adequate breakfast and lunch for all children each school day, free of charge. The District's Food Service Department serves breakfast and lunch daily, and seeks to ensure no child is denied meals. The meal program is self-sufficient so that other student services are not impacted when meals are not paid for. Students may pay for meals on a per-meal basis or parents/guardians may pay for meals in advance online at ezschoolpay.com or by contacting Shanán Gonzales in the school cafeteria. The District will contact you if your account has a zero balance. The District may be able to create a repayment plan or to explain the Free and Reduced meal plan; participation in the plan is confidential. [EC 49510-49520, 49558; 42 USC 1761(a)]

School Breakfast Program

Breakfast is served from 7:30 - 8:10 a.m., Monday through Friday. All students now have access to free breakfast and lunch, no matter family income. For those students who bring their own meal, milk will still be available for sale for \$0.50. Adult breakfast price is \$4.00.

School Lunch Program

Your child's lunch time will be determined by grade level. All students now have access to free breakfast and lunch, no matter family income. For those students who bring their own meal, milk will still be available for sale for \$0.50. Adult lunch price is \$6.00.

Meal Policy Goals

- To treat all students with dignity in the serving line regarding meal accounts;
- To support positive situations with district staff, district business policies, students and parents to the maximum extent possible;
- To establish policies that are age appropriate;
- To encourage parents to assume the responsibility of meal payments and to promote self-responsibility of the student;

- To establish a consistent district policy regarding charges and collection of charges.

Meal Payments

You may add money to your child's meal and snack account by way of cash or check at your school kitchen.

Cafeteria

Our food services program mirrors healthy choices by adhering to rigorous state and district nutrition guidelines, ensuring that students have access to healthy food choices on campus.

Cafeteria Procedures

Lunches may be purchased daily. However, we strongly recommend depositing an amount into your child's account for an extended period of time to avoid the need to pay daily. Please send money, preferably a check, in a sealed envelope with your child's name and teacher's name on the outside. Many children lose their lunch money on the way to school. This labeling method saves a lot of grief. You now have the ability to pay for school breakfast and lunch online! Monitor your child's meal account balance and receive low-balance email alerts through EZSchool-Pay.com. The online payment option is a quick & secure way to deposit money to your child's meal account by using a debit or credit card. Visit <http://ezschoolpay.com>

Once a student's lunch account becomes a negative balance, we allow children to continue to charge. However, when the balance owed exceeds \$15, the child will be given an alternative lunch until the balance is cleared.

Unpaid fees will result in the holding of your student's report card (or diploma for 8th grade) at the end of the school year until fees are paid.

■ Technology

Sonora School District is proud of the level of technology implemented and utilized in each classroom on a daily basis to enhance instruction. Currently, in grades 2-8, each student has a device (iPad, Chromebook, or MacBook) to use in the classroom. In grades K-1, there are multiple iPads for student use. Each student accessing computers and/or iPads at school shall sign an AUP. Appropriate use of technology is an expectation. Violation of the AUP shall result in disciplinary action.

■ Student Use of Technology

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

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

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

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

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

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be

accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

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

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

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

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

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

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

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

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

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one’s own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. [BP 6163.4 August 2015; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 6751-6777; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.52]

■ Google Workspace for Education

The Sonora School District utilizes Google Workspace for Education for students, teachers, and staff. This permission form describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

The following services are available to each student and hosted by Google as part of Sonora

School District’s online presence in Google Apps for Education:

- Mail an individual email account for school use managed by the Sonora School District
- Calendar an individual calendar providing the ability to organize schedules, daily activities, and assignments
- Docs a word processing, spreadsheet, drawing, and presentation toolset that is very similar to Microsoft Office
- Sheets a spreadsheet program similar to Microsoft Excel
- Sites an individual and collaborative website creation tool

Using these tools, students collaboratively create, edit and share files and websites for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

Technology use in the Sonora School District is governed by federal laws including:

Children’s Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Sonora School Districts presence in Google Apps for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes. — COPPA – www.ftc.gov/privacy/coppafaqs.shtm

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information (See Board Policy 5125) but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student’s directory information

on the District's Enrollment Form. — FERPA – www.ed.gov/policy/gen/guid/fpco/ferpa

Guidelines for the responsible use of Google Workspace for Education by students:

1. Official Email Address: All students will be assigned a username@sesk12.org email account. This account will be considered the student's official Sonora School District email address until such time as the student is no longer enrolled with the Sonora School District.
2. Prohibited Conduct: Please refer to the Board Policy 6163, Administrative Regulation 6163, Exhibit 6163 and the Student Handbook.
3. Access Restriction: Access to and use of student email is considered a privilege accorded at the discretion of the Sonora School District. The District maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to a building Administrator for further investigation and adjudication.
4. Security: Sonora School District cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place for email, the District cannot assure that users will not be exposed to unsolicited information.
5. Privacy: The general right of privacy will be extended to the extent possible in the electronic environment. Sonora School District and all electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The District reserves the right to access the username@sesk12.org Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

■ School Accountability Report Card

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.ses.k12.ca.us/domain/105. It contains information about the district and school

regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

■ Services to Students with Disabilities

If you have reason to believe your child (ages 0 through 21 years) has a disability requiring special services or accommodations, contact the school. As a collaborative team, we want to closely analyze these concerns, data, and discuss the best course of action. This can be done through a Student Study Team meeting. At this meeting, a course of action will be developed, which may include additional services and support (Title 1 intervention, counseling service, etc.) or the development of an assessment plan.

The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and referral. Students identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121; ne]

Student Success Team

The Student Success Team (SST) consists of classroom teachers, reading specialist, the school counselor, the resource teacher, an administrator and the child's parent(s). When a teacher or parent has referred a child, the team convenes to discuss how the school can better meet the needs of that child. As a team, a plan of action is developed involving additional support and intervention in the classroom and, possibly, in our Title 1 program and Learning Center. If necessary, identifying, supporting and assessing students with disabilities is central to our mission to ensure all students access to the curriculum. Any teacher, counselor or administrator can refer a student to the SST for evaluation and assessment. If a student qualifies for Special Education services, an IEP or 504 plan is created with input from classroom teachers, parents, case managers and the student involved.

Classroom teachers receive a copy of each of their students' IEPs or 504 plans; case managers then check each of their students' progress on a

quarterly basis, matching student performance against standards-based goals. Case managers also keep in regular contact with classroom teachers to ensure that students receive required accommodations (notes, extended time, large-print text, audio books, transcribed notes, Braille texts, wheelchair access) and to monitor (and communicate to parents) their social and emotional well-being.

Special Education

This program is designed to help students who have a particular learning problem or disability. An administrator, classroom teacher, or parent can make a referral. Qualification for this program is made through the recommendation of the Student Success Team. Students must meet standard eligibility criteria to be enrolled in the Learning Center Program.

Speech Therapist

The Speech Therapist at Sonora School helps students with articulation or expressive language difficulties either individually or in small groups. A recommendation can be made by any stakeholder that works with the child, an assessment may be developed and services may be implemented, based on meeting qualification criterion.

■ Lost and Found

Students must assume sole responsibility for loss of or damage to personal property. The school will try to protect all property, but it is not responsible for its security. Students should write their names or put identifying marks on their personal belongings, including sweatshirts, jackets and/or hats. Articles that are stored in the lost and found bucket in the cafeteria are stored for two weeks.

■ Pupil Fees

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

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

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

is an essential part of a student's education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

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

Exceptions – When fees may be required: By law, there are exceptions to the prohibition against charging fees or deposits. Exceptions include, but are not limited to, transportation to non-essential activities, non-essential events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal and may be filed anonymously. [EC 17551, 17552, 19911, 32030-32033, 32220-32224, 32390, 35330, 35331, 35335, 38084, 38118, 38120, 39807.5, 48052, 48053, 48904, 49010-49013, 49063, 49065, 49066, 51815, 52373, 52612, 52615, 52920-52922, 60070; 5 CCR 4610, 4630]

HEALTH SERVICES

■ Emergency Cards

Emergency cards should be kept up to date at all times. On these cards we have the address and phone number of home and other contact people, information on any restrictions you have made us aware of, and also important health information. For this reason, it is very important that you keep the office informed of any changes that occur. Your child will only be released to an adult listed on the emergency card unless a written note (which will be verified) proceeds the pick-up time.

■ Health Office

Students who become ill at school will be asked to go to the school office where the secretary will contact the parents from numbers listed on the emergency card. Emergency cards must be kept up

to date. The following are guidelines in assisting you with the decision whether or not to send your child to school:

A child should NOT attend school if he/she has the following symptoms:

1. Fever above 100.4 degrees
2. Be fever free for 24 hours without use of Tylenol or Ibuprofen.
3. Severe sore throat
4. Copious nasal discharge; yellow or green in color
5. Frequent loose or liquid stools
6. Any body rash that is not firmly related to contact with an irritant, i.e., poison oak
7. Itching, watery or red eyes, with crusting. (Not contributed to any known allergy)
8. Nausea and/or vomiting
9. Ear drainage or ear pain (see your physician)
10. Persistent and/or productive cough

If any of the above conditions exist, it is best to have the child stay home so they can rest and be observed for any other factors that might affect their overall well-being. Please note, in certain instances you may be asked to consult a physician and provide a written note from the doctor indicating your child may return to school.

First Aid

Our school office employs a full time health aide to provide care. In addition, our school office personnel are trained to provide basic first aid to students. Any head injury or significant injury at school, the primary parent/guardian will be notified. Parent notification depends on the severity of the injury.

■ Immunizations

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

All new students, advancing students, or students transferring into grades 7-12 must be fully immunized, and will not be admitted without the required booster against pertussis (Tdap). The required immunizations are available through a usual source of medical care, County Health Department, a school nurse, or may be administered by a health care practitioner acting under the direction of a physician. Immunizations may be given at school. There may be funds for those who cannot access services. Homeless, foster, migratory, and military youth can be enrolled without proof of immunization. [HSC 120325, 120335, 120338, 120375, 120400, 120405, 120410, 120415, 120440, 120480; EC 48216, 48852.7, 48853.5, 49403; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

Exemptions

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

If an outbreak of a communicable disease occurs, a non-immunized student will be excluded from school for their own safety until such a time as directed by health officials or district administration.

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

■ Physical Examinations

For each child enrolling in the District for the first time in kindergarten or first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you

are unable to obtain such services. You may have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For information, you may contact:

Tuolumne County Health Department
20111 Cedar Road North, Sonoma, CA 95370
(209) 533-7414

If you want your child to be exempt from physical examinations at school, file a written statement annually with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [EC 49451; PPRA]

Kindergarten/First Grade Oral Health Assessment

Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or guardians must have their child's oral health assessed and have proof of the assessment by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. [EC 49452.8]

Vision, Hearing, and Scoliosis Screening

An authorized person will check your child's vision upon enrollment and in grades 2, 5, and 8 unless the student entered the District in grade 4 or 7. Hearing tests will be conducted when your child is enrolled or first enters a District school. Females in grade 7 and males in grade 8 may be screened for scoliosis (curvature of the spine). These tests may be administered unless you annually give the school a certificate from a physician or optometrist verifying

prior testing, or submit a letter denying consent. [EC 44878, 49451, 49452, 49452.5, 49455]

■ Medication

Children may take medication, which is prescribed by a physician, received in its original container, and can get help from school personnel during the school day if:

1. The district designee has received a written statement from the physician detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and
2. Parent, guardian, or caregiver annually submits a written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. This includes allowing a school staff member to volunteer to identify the need for and administer glucagon or epinephrine to a student. The letter gives permission to a district representative to communicate with the health care provider, pharmacist and acknowledge understanding of how the medication will be administered. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine. The District will have a supply of auto-injectable epinephrine at each school site. [EC 49414, 49414.3, 49414.5, 49423, 49480]

Children may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. The District does not allow parents to administer medical cannabis on campus. [BP 5141.21 February 2020; EC 49414, 49414.1, 49414.5, 49423, 49423.1, 49480; HSC 11362.79]

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

■ Sun Protection

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

■ Medical and Hospital Insurance for Students

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

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

Enrollment in a Health Care Plan

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

School-Sponsored Athletics

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

■ Access to Mental Health Services

School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services is simple; contact Emily Vieira, your school

counselor at (209) 532-3159 or evieira@sesk12.org, nurse, health aide, principal, or the district office. In the community a good place to start may be to dial 211 for referrals in your area or call Tuolumne Co. Behavioral Health Services at (209) 533-6245. If you are in crisis contact this number or dial 911 immediately. [EC 49428]

Suicide Prevention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs. The District makes an effort to reduce suicidal behavior and its impact and has developed strategies to intervene. These may include staff development, student instruction in coping skills, informing parents/guardians, methods for promoting a positive school climate, crisis intervention, and counseling (including for bereavement). Information about district programs and services and links to community and statewide resources are available on the District's website at www.ses.k12.ca.us. [EC 215, 234.5, 234.6, 49060-49079, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52 January 2019]

■ Schools Free of Tobacco, Alcohol, and Drugs

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote student health and well-being. The District strives for a school environment free of these substances and has prevention and intervention programs. There may be programs through the District or in the community to support students' cessation from use of tobacco, alcohol, or drugs. For more information please contact the school/district nurse or a school administrator. [EC 51202-51203, 51260-51269; HSC 104420, 11999-11999.3; PC 13864]

■ Diabetes Information

Diabetes is a health condition that affects how the body turns food into energy. Most food is broken down into glucose (sugar). When sugar increases in your bloodstream, your pancreas releases insulin. Insulin acts like a key to let the sugar into your body's cells to use as energy. When there isn't enough insulin or when cells stop responding to insulin, too much sugar stays in your bloodstream. Over time, this can cause serious health problems such as heart disease,

vision loss, and kidney disease. There is no cure for any type of diabetes.

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

Type-2 Diabetes:

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

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

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

Type-1 Diabetes:

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

Risk Factors:

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

Being overweight: The single greatest risk factor for is excess weight. In the US, almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

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

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

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

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

Warning Signs and Symptoms:

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

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

Parents/Guardians of children displaying warning signs should immediately consult with the student's primary care provider to determine if screening for diabetes is appropriate. Following a diabetes's diagnosis, parents/guardians should work with the primary care provider to develop a lifestyle

and medical treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Diabetes Screening Tests:

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

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

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

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

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

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

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

The information provided in this booklet is intended to raise awareness about this disease. Contact your child's primary care provider, school nurse, or school administrator if you have questions. [EC 49452.6, 49452.7; HSC 104250]

■ Meningitis

Meningococcal disease or Meningitis can be a life threatening infection that can be treated, but cannot always be cured. Routine vaccinations are recommended for 11-12 years olds, students entering high school and students living in college dorms. For more information please visit the

California Department of Public Health website or go to www.cdph.ca.gov/HealthInfo/discond/Pages/Meningococcal_Disease.aspx. [HSC 120395-120399]

■ Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program using the form provided by the school district. This program is not meant to replace regular professional dental care. [HSC 104855]

STUDENT BEHAVIOR AND SAFETY

The Sonora School staff believes that each student has the right to an education in an atmosphere conducive to learning, with mutual respect for each other and free from the threat of physical or verbal abuse. Therefore, we expect all students to be safe, responsible, and respectful. Maintaining a safe school environment requires that all students use good judgment and display appropriate behavior. All students are expected to follow the rules for each classroom as described by the teacher. Children learn better in a classroom where rules of order are understood and supported by parents, staff and student. All students have the right to learn and teachers will not tolerate interference that disrupts their classrooms. It is important for students to know and understand that every adult that works at Sonora School has authority to monitor student behavior.

■ School Rules

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

All students are expected to:

- Once a student arrives on campus, keep personal cell phones turned off and securely stored in the student's backpack until the end of the school day.
- Leave personal belongings that are inappropriate for school at home [i.e. electronic devices such as i-pods, mp3 players, portable bluetooth speaker, toys, playing cards, large amounts of money, expensive items, water guns, etc.]

- Remain on campus during school hours.
- Leave school immediately after the school day ends.
- Keep hands to themselves.
- Not sell anything on campus.
- Use appropriate language and actions at all times.
- Not engage in rough playing or fighting.
- Use swings and playground equipment properly. Do not climb or “bail out” of the swings.
- Refrain from picking up or throwing bark, rocks, sticks or other harmful objects.
- Keep school grounds free of litter.
- Stay on established walkways. Do not jump over railings or fences.
- Obtain a pass from a teacher before going to the office.
- Request permission to use telephones.
- Not engage in displays of undue affection at school such as kissing, holding hands, or behavior that makes others feel uncomfortable.
- No bicycle, skateboard, or skate on school property.
- Not bring a baseball bat to school.
- Not bring an energy drink to school.
- Not have gum at school.
- Proceed safely by not running through a crowded walkway or hallway.

Positive Rewards

Sonora School believes in encouragement, incentives, and rewards for academic and personal achievement. Recognition of excellence is done in classrooms, assemblies, and award ceremonies. Example of an award may include a Brilliant Bobcat Pass, T-shirts, certificates, food, pictures, smiles, words, and a pat on the back. Students receive certificates for academic excellence, attendance, kindness, effort and good citizenship. The following are some examples of recognition for positive behavior:

- Brilliant Bobcat Passes;
- Phone calls to parents;
- Positive notes home;

- Classroom recognition celebrations;
- Teacher recognition;
- Class Assemblies;
- Student of the Month Recognition;
- Bobcat Spirit Points;
- Honor Roll and attendance certificates.

■ Student Code of Conduct

The Code of Conduct is to provide a mutual understanding about conduct expectations while on school property, at school sponsored events, and when interacting with District employees and/or students. In order to create an optimal environment for student learning, Sonora School requests all members of the community adhere to these guidelines.

- Value and advocate for your school and its reputation; be mindful of the hurt and damage social media may cause to faculty members and other parents
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in speech and behavior
- Follow the correct procedures to resolve a conflict or make a complaint:
 1. Speak to the appropriate school person involved first and try to resolve the concern with mutual respect and clear communication.
 2. If, for some reason this is not possible, then contact or make an appointment with an administrator, or other designated leadership personnel.
 3. The administrator (or designee) should attempt to mediate and find a resolution in the presence of both parties.
 4. If, having followed steps 1-3 with no satisfaction, you may complete the school’s Complaint Procedure form found in the district office.

Behavior that will not be tolerated:

- Disruptive behavior which interferes or threatens to interfere with any of the school’s normal operation or activities anywhere on the school premises

- Using loud, offensive or profane language or displaying temper
- Threatening to do bodily harm to a member of the school staff, fellow parent or student
- The use of physical aggression towards another adult or child
- Damaging or destroying school property
- Abusive or threatening e-mails, text/voice mail messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the school or any of the students/parents/staff at the school on Facebook or other social sites

Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against schools, school staff, and in some cases other parents/ students. Use of social medial websites in this way is unacceptable and not in the best interests of students or the whole school community. In the event that any of our students or school community members is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate ‘report abuse’ section of the network site. The school will also expect that those comments/postings be removed immediately. In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites.

■ Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in anti-bias shall be made known to students. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 get information about helping LGBTQ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District’s

Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District’s website at www.ses.k12.ca.us and online at www.cde.ca.gov, www.cde.ca.gov/lss/se/bullyfaq.asp, www.cde.ca.gov/lss/se/bullyres.asp, www.cde.ca.gov/lss/vp/ssresources.asp, www.californiahealthykids.net.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on page 36 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 51101, 66250, 66260.6, 66270; CP 422.55, 422.6; 5 CCR 4900; BP 5131.2 February 2020]

■ Digital Communication Devices

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

■ Dress Code Policy

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel or distracts from the educational environment.

1. Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.
2. Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see-through.
3. When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities. Tops must have a strap and at no time may any part of a student’s buttocks be exposed.

4. Open-toed shoes, slippers, clogs, sandals and ‘flip-flops’ are allowed at school, but not appropriate for multiple school activities. If a child wears these shoes to school, they will not be allowed to play on the play structures that have bark/wood chips on the ground. In addition, these shoes are not appropriate for Physical Education (P.E.) and the students with these shoes are not allowed to run in these shoes.
5. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, field trips, and other activities. Bare feet are not permitted at any time.

It is the responsibility of the administration to determine the appropriateness of a student’s apparel. Students deemed to be in violation of the dress code will be sent to the office. An attempt will be made to contact the home for a change of garments. If the parents cannot be reached, the student may be asked to reverse the garments or select a shirt to wear from those kept on hand in the office. In cases of questionable dress and/or grooming not covered by the guidelines, the site administrator will determine the appropriateness and make the final decision. [BP 5132 November 2019; EC 212.1, 220, 35183, 35183.5, 48907, 49066]

■ Athletic/Sports Team Eligibility Grades 6-8

Students must maintain a minimum grade point average of 2.00 (grades 6-8) with no “F” grades, and be in school at least 50% of the school day on the day of the extra/co-curricular activity to be eligible to participate in school sponsored athletic team practice or game. Academic eligibility is determined by trimester grades and progress reports. Random grade checks may be conducted. The Athletic Director reviews grades and provides eligibility lists to staff, students and coaches.

■ Discipline Offenses & Consequences

The failure of the student to obey school rules, to not act or behave with responsibility, respect or safety in mind, will result in an intervention with a staff member on campus. This intervention could be counseling, warning or a behavioral citation. For our 4th - 8th Grade students, after every third citation, the student will be referred to the next stage.

Stage 1 Recess/Lunch Detention – Teacher Notification to Parent

Stage 2 After School Detention – Administration Notification to Parent

Stage 3 Time-Out/Focus Room Placement – Administration Notification to Parent

Stage 4 In-School Suspension – Administration Notification to Parent (excluding infractions for EC 48900 (k))

Stage 5 Home Suspension – Administration Notification to Parent (excluding infractions for EC 48900 (k))

Stage 6 Behavior Intervention Plan/Alternative Placement – Administration Notification to Parent

The determination of a consequence for any offense is under administrative discretion, based on the severity of the incident.

Merit System – Grades 6-8

To participate in extra-curricular activities and represent Sonora Elementary, we feel students should be a model citizen. The following is a merit system to be used in 6th through 8th grade, to determine if students are meeting our expectations.

Point Total	Consequence
2	Recess Detention
4	Lunch Detention
6	After School Detention
8	Time-Out
10	In School Suspension
15	Out of School Suspension

Point Total	Consequence
2	(1st Offense) Possession/Use of Cell Phone Possession/Use of Ear Buds
5	(2nd Offense) Possession/Use of Cell Phone Possession/Use of Ear Buds
8	(3rd Offense) Possession/Use of Cell Phone Possession/Use of Ear Buds

Point Total	Consequence
8 + Administrative Consequence	Removal from Class by Administrator <ul style="list-style-type: none"> – Insubordination – Inappropriate Language – Bullying/Intimidation – Physical Aggression

Students accumulating 35 points or more may not attend or be part of the following:

- 1) Lip Sync
- 2) Sports
- 3) Non-academic field trip
- 4) Dances
- 5) 8th Grade Trip
- 6) Fun class events
- 7) Others – based on administrator’s discretion

■ Bus Rules and Regulations

Sonora Elementary School District provides bus transportation to and from school. Students who stay after school for extracurricular activities must be picked up by their parent/guardian. Bus routes and times are available in the school office and on the school’s website. The bus driver annually reviews bus safety with their student riders, including red light crossing, bus danger zones, and walking to and from bus stops.

Authority of the Bus Driver

Pupils transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation in accordance with regulation of the governing board of the school district.

Any serious offense may result in the student being removed from the bus. Parents and students are advised that the district operates surveillance cameras in all buses to promote safe ridership.

Bus Behavior Expectations for student riders

Obey the bus driver immediately and without question.

- Enter and leave the bus in an orderly manner.
- Stay seated at all times unless otherwise directed.
- Do not disturb another passenger or their belongings.
- Keep hands, arms, possessions, etc., inside the bus and out of the aisle.
- Do not throw anything inside the bus or out of the bus.
- Do not eat, drink or chew gum on the bus.
- Cross the street with an escort from the driver and never cross behind the bus.
- Large bulky items, glass containers, balloons, animals, etc., will not be transported.
- All rules apply while on the bus or waiting at the bus stop.
- No electronic devices allowed to be used on the bus.

Consequences for inappropriate bus behavior

1st Offense: Warning/Assigned Seat

2nd Offense: 1 day suspension from bus

3rd Offense: 5 day suspension from bus

4th Offense: 10 day suspension from bus

5th Offense: Off the bus for the remainder of the school year.

Please note: It is the discretion of the administration to determine appropriate consequence, based on the severity of the incident.

When you need to make a temporary change in your child’s bus stop

1. A written request is required when a student needs to ride a different bus or get off at a different stop. If an emergency change needs to be made, you may fax a note to (209) 532-7244. Please call (209) 532-3159 x 1000 to ensure it has been received.
2. A bus note must include the following information:
 - a. Your student’s first and last name.
 - b. The bus stop at which your student will be getting off or the first and last name of the student with whom they will be going home.

- c. Your phone number or a name and phone number of someone on your child's emergency card who knows where your child will be going.
- d. Your signature.

Permanent Notes

If your child needs to ride a different stop on a regular basis during the year, you may write a permanent bus note. This note must include the day(s) of the week your child will be riding, as well as the information that is required on the regular note.

How to Use 3-Point Retractable Seat Belt

Sit in the bus seat and pull the latch portion of the outboard side over your shoulder and across your body and latch it to the short inboard latch. For your safety the retractable seat belt has an emergency locking device built into the belt for your protection, which allows you to move freely unless the bus stops suddenly or is involved in an accident. Pull in a slow and smooth fashion as not to engage the automatic emergency locking mechanism. Your student is protected by the Federal Motor Vehicle Safety Standards (FMVSS) #209 & # 302 approved safety harness.

■ Restrooms

- Restrooms are to be used for the purpose intended.
- Students are not to loiter in the restrooms.
- Food must not be taken into the restrooms.
- Students must have a pass from a teacher in order to use the restroom during class time.

■ Safety

Maintaining a safe and healthy campus is a priority at Sonora Elementary School. Our school staff is trained to respond to emergencies and have plans to address multiple scenarios. Each month we conduct fire drill/evacuation drills and have lock-down drills multiple times a year. Our safety plans are reviewed frequently and are posted in all classrooms and offices. Furthermore, in cooperation with the Sonora Police Department, our staff has been trained on how to identify and protect our students from possible intruders. Duty aides have two-way radios for instant communication to the office throughout the day.

Please follow all traffic laws and drive slowly in our parking lot. During pick-up and drop-off times, never leave your car unattended in the loading and unloading zones.

On campus supervision begins at 7:30 am, so please do not drop your student off before this time. Only students involved in supervised school activities may remain on campus after school is dismissed. If students want to attend a sporting event as a spectator, they must either go home and return at the scheduled game time or get permission from a teacher to work in their room until the game begins.

Video Surveillance System

The District has installed a video surveillance system for the campus, which will help the district achieve its goal for campus security. Cameras have been placed in areas throughout the campus especially where the public enters the campus. Cameras are not placed in areas where students, staff, or community members have a reasonable expectation of privacy and sounds are not recorded. The camera system will be monitored by district administration throughout the day and recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate. All images are accessed, retained, and disclosed in accordance with law, Board policy and administrative regulation.

■ Pets

Pets are only allowed at school when teachers request them for a unit of study and must have the teacher's permission. All pets approved by a teacher must be caged.

DISCIPLINE

■ Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$21,700 in damages and another maximum of \$12,000 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district

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

Vandalism

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

■ Drugs, Alcohol, and Tobacco

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

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

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

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as

"e-cigarettes" or "vaping"). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

■ Impersonation on the Internet

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

■ Grounds for Suspension or Expulsion

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear

of harm to that pupil's or those pupils' person or property.

- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image
 - (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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

- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats

and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

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

■ **Mandatory Suspension / Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

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

of possessing a firearm only if the possession is verified by an employee of a school district.

2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

■ Student Search

The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the District may use drug-sniffing dogs if available. Employees shall not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

■ Release of Student to Peace Officer

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

PROTECTIONS, COMPLAINTS AND PROCEDURES

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

■ Nondiscrimination / Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or

participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

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

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

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

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. [BP 5145.3 June 2020; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 49060-49079, 51500, 51501, 60044; CC 1714.1; GC 11135; PC 422.55, 422.6; 5 CCR, 432, 4600-4670, 4900-4965; 20USC 1681-1688; § 504; Title VI; Title VII; Title IX; 28 CFR 35.107; 34 CFR 99.31, 100.3, 104.7, 104.8, 106.8, 106.9, 110.25]

Sexual Harassment

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

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

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

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

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified

in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 October 2016; EC 200-262.4, 48900, 48900.2, 48904, 48980; CC 51.9, 1714.1; GC 12950.1; 5 CCR 4600-4687, 4900-4965; 20 USC 1221, 1681-1688; FERPA; 42 USC 1983; Title VI; Title VII; 34 CFR 106.1-106.71]

Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs

The district prohibits the following, and shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, historically associated racial traits, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex,

sexual orientation, gender, gender identity, gender expression, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

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

Cheryl Griffiths, Superintendent
830 Greenley Road
Sonora, California 95370
(209) 532-5491
cgriffiths@sesk12.org

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: adult education, career/technical education, technical training, ROP programs and centers, Agricultural Vocational Education, child development, State Preschool, Early Childhood Education Program Assessments, Consolidated Categorical Aid, Economic Impact Aid, LCAP, State Compensatory Education, State Program for Students of Limited English Proficiency, school improvement, tenth-grade counseling, tobacco-use prevention education, Peer Assistance and Review, Migrant and Indian Education, American Indian Education Centers, Bilingual Education, nutrition

services, special education, after school education and safety, homeless or foster youth education options, course content, physical education (including instructional minutes grades 1-6), discrimination, harassment, intimidation, bullying, pupil lactation accommodations, pupil fees, Civil Rights Guarantees that receive state or federal financial assistance, ESEA (Titles I-VII), Williams Settlement issues, school safety plan, safe place to learn, School Safety and Violence Prevention Act, and other areas designated by the District. [EC 200, 201, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234 et seq., 234.6, 260 et seq., 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51210, 51223, 51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; 5 CCR 4600- 4687; CC 51-53; GC 11135, 12900; 20 USC 1400 et seq.; EOA; Title VI; Title VII; Title IX; § 504; IDEA; 34 CFR 106.9]

District's Uniform Complaint Process

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

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

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint

under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.

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

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

- American Civil Liberties Act 504: Office of Civil Rights
- Child Abuse: Department of Social Services, Protective Services Division, or law enforcement
- Discrimination/Nutritional Services: U.S. Secretary of Agriculture
- Employment Discrimination: Department of Fair Employment and Housing, Equal Employment Opportunity Commission.
- General Education: this school district
- Health and Safety/Child Development: Department of Social Services
- Student Records: Family Policy Compliance Office (FPCO), Student Privacy Policy Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202

[20 USC 11138; 34 CFR 300.510-511, 300.513; EC 235.262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600, 4620-4632]

■ Complaints Regarding the Williams Settlement, Instructional Materials, Teacher Placement, and School Facilities

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

Williams Settlement complaint procedure

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

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the District is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform

the Superintendent of resolution in the same timeframe.

- 8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
- 9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

■ Further Information is Available

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

DISTRICT FACILITIES

■ Asbestos-Containing Material

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

The District initiated an asbestos compliance program in 1989. In the past 12 months, no areas were noted at any site that required any action other than normal maintenance and custodial care. No asbestos abatement activities are planned for the coming year. If you have any questions about the asbestos program or the AHERA legislation, please contact David Tozier, Director of Maintenance and Operations at (209) 532-5491 ext. 1705.

■ Lead Poison

The district website has information about lead poisoning, including risks and effects of childhood lead exposure; blood lead screening tests for children enrolled in Medi-Cal; recommendations for children not enrolled in Medi-Cal who are at high risk of lead exposure and blood lead screening tests as required. The District will handout information to parents of district childcare or preschool programs. [HSC 105286]

■ Pesticide Use

The District is providing parents the name of all pesticide products expected to be applied at school facilities this school year. Only fully certified pesticides can be used on school grounds. The identification includes the name and active ingredients. The school's Integrated Pest Management Plan (IPM) is updated by May 31 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.ses.k12.ca.us/domain/106.

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980; FAC 13184]

<u>Product Name</u>	<u>Active Ingredient(s)</u>
Milestone	Aminopyralid, Trisopropanolamine Salt
Wisdom TC	Bifenthrin
Telar	Chlorsulfuron
Diuron 4L	Diuron
Ranger Pro	Glyphosate, Isopropylamine salt
Roundup Pro Max .	Glyphosate, Potassium Salt
Black Flag Spider & Scorpion Killer 2 .	Lambda-Cyhalothrin, Prallethrin
Spectracide Wasp & Hornet Killer 3 .	Lambda-Cyhalothrin, Prallethrin
Cleantraxx.	Oxyfluorfen, Penoxsulam
Terro Ant Killer	Sodium Tetraborate Decahydrate
Alligare SFM 75	Sulfometuron-Methyl
Landmark XP	Chlorsulfuron, Sulfometuron-Methyl

Sonora Elementary School District

2022-2023 School Calendar



August

23 First Day of School

September

5 NO SCHOOL, Holiday - Labor Day

8 Minimum Day, Grades K-4

Back to School Night

12 Picture Day, Grades K-3

13 Picture Day, Grades 4-8

15 Minimum Day, 5th-8th Grade

Back to School Night

October

7 Picture Retake Day

18-20 Minimum Days,
Parent Conferences Grades 5-8

November

1 NO SCHOOL, Teacher Workday

11 NO SCHOOL, Holiday -
Veterans Day

18 Minimum Day / End of the
1st Trimester / Turkey Trot

21-25 NO SCHOOL, Thanksgiving Break

December

5-9 Minimum Days,
Parent Conferences Grades K-4

23-31 NO SCHOOL, Winter Break

January

1-6 NO SCHOOL, Winter Break

9 Return from Winter Break

16 NO SCHOOL, Holiday -
Martin Luther King, Jr. Day

February

13 NO SCHOOL, Holiday -
Abraham Lincoln's Birthday

20 NO SCHOOL, Holiday -
Presidents Day

March

1 Spring Pictures

8 End of the 2nd Trimester

23-24 Minimum Days

27-31 NO SCHOOL, Spring Break

April

10 NO SCHOOL (Built-In Snow Day)

May

18 Minimum Day, Open House

26 Minimum Day

29 NO SCHOOL, Holiday -
Memorial Day

June

5-9 Minimum Days

6 8th Grade Graduation, 6:00 pm

9 Last Day of School

Calendar dates are subject to change.

Please see the District's website for current information, www.ses.k12.ca.us

Sonora Elementary School District

2022-2023 School Calendar



July 2022 Julio (7)							
S D	M L	T M	W M	T J	F V	S S	
					1	2	
3	4 L	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

August 2022 Agosto (7)							
S D	M L	T M	W M	T J	F V	S S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22 T/C	23	24	25	26	27	
28	29	30	31				

September 2022 Septiembre (21)							
S D	M L	T M	W M	T J	F V	S S	
				1	2	3	
4	5 L	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

October 2022 Octubre (21)							
S D	M L	T M	W M	T J	F V	S S	
						1	
2	3 R	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24 D	25	26	27	28	29	
30	31						

November 2022 Noviembre (15)							
S D	M L	T M	W M	T J	F V	S S	
		1	2	3	4	5	
6	7	8	9	10	11 L	12	
13	14	15	16	17	18	19	
20	21	22	23	24 L	25 H	26	
27	28	29	30				

December 2022 Diciembre (16)							
S D	M L	T M	W M	T J	F V	S S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23 H	24	
25	26 L	27	28	29	30	31	

January 2023 Enero (16)							
S D	M L	T M	W M	T J	F V	S S	
1	2 L	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16 L	17	18	19	20	21	
22	23 R	24	25	26	27	28	
29	30	31					

February 2023 Febrero (18)							
S D	M L	T M	W M	T J	F V	S S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13 L	14 D	15	16	17	18	
19	20 L	21	22	23	24	25	
26	27	28					

March 2023 Marzo (18)							
S D	M L	T M	W M	T J	F V	S S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

April 2023 Abril (19)							
S D	M L	T M	W M	T J	F V	S S	
						1	
2	3	4	5	6	7	8	
9	10 *	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26 R	27	28	29	

May 2023 Mayo (22)							
S D	M L	T M	W M	T J	F V	S S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29 L	30	31				

June 2023 Junio (7)							
S D	M L	T M	W M	T J	F V	S S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19 L	20	21	22	23	24	
25	26	27	28	29	30		

Grade Reporting – Grades 4-8

R Progress Report

D Deficiency Notice

} Trimester Ends

Teacher Workday – no students

Professional Development Day – no students

○ First and Last Day of School

* Built-in Snow Closure Day

L Legal Holiday

H Other Holiday

School Recess

Minimum Day

Board Approved

Calendar dates are subject to change.

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