



East Side Union High School District 2018-2019 STUDENT & PARENT HANDBOOK



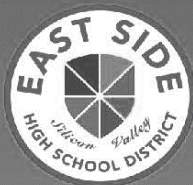
Office of the Superintendent
830 N. Capitol Avenue
San Jose, CA 95133
Phone: 408-347-5000
Fax: 408-347-5015
www.esuhdsd.org

Chris D. Funk, Superintendent

Board of Trustees
J. Manuel Herrera, President
Pattie Cortese, Vice President
Lan Nguyen, Clerk
Frank Biehl, Member
Van Le, Member

Non-Profit
U.S. Postage
PAID
Permit No. 4529
San Jose, Calif.

East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133



INTERPRETATION AND TRANSLATION SERVICES

PARENT & COMMUNITY INVOLVEMENT SPECIALISTS

Andrew Hill HS
408-347-4294

Evergreen Valley HS
408-347-7052

Independence
408-928-9541

James Lick
408-347-4656

Mount Pleasant
408-937-2889

Oak Grove
408-347-6556

Piedmont Hills
408-347-3842

Santa Teresa
408-347-6233

Silver Creek
408-347-5631

WC Overfelt
408-347-5926

Yerba Buena
408-347-4716
408-347-4717

You are an important part of your child's education!

All parents have a right to information about District programs, services and activities in their primary language. East Side Union High School District is committed to providing services and staff assistance to ensure every parent has an opportunity to meaningfully participate in their child's education.

Need In-Person or On-the-Phone Language Assistance?

East Side Union High School District provides in-person or phone interpretation at no cost to assist our families with oral language assistance in their primary languages. We have contracted with Language Lines, Inc., a service with over 4,000 interpreters who speak more than 240 languages, to assist our families by phone. Each site also has site-based interpreters who provide interpretation in Spanish and Vietnamese.

If you require in-person oral language assistance at a school site, speak to, email, or call any staff member on campus and ask for in-person language assistance. The staff member will connect you with an available site interpreter. If no site interpreter is available, the staff member will call Language Lines, Inc., to identify an interpreter to assist you by phone.

If you require over-the-phone language assistance, speak to, email, or call any staff member on campus and ask for an interpreter by phone. The staff member will call Language Lines, Inc., to identify an interpreter to assist you.

Need Document Translation Assistance?

East Side Union High School District has contracted with Document Translation Services to assist our families with written language assistance in their primary languages.

Some examples of documents that are available for translation include:

- Registration and enrollment information
- Student discipline forms
- Documents pertaining to student behavior, such as Behavior Intervention Plans (BIPs)
- Individualized Education Program, and Section 504 plans
- Any form that requires parent signatures

If you have a document that you would like translated, please go to www.esuhd.org and click on the Language Access link under Students and Parents to upload your document.

A Parent & Community Involvement Specialist (PCIS) is also available at every school site to personally assist you with document translation services. Please email, call or speak to the PCIS or Administrator at your school if you have questions about the process.

Under State and Federal civil rights laws, you have the right to meaningful access to information in your primary language about District programs, services and activities. If you have questions, concerns or comments about your school's interpretation or translation services, please contact the Director of Student Services, ShaKenya Edison at 408-347-5331 or edisons@esuhd.org.

Table of Contents

GENERAL INFORMATION

Interpretation and Translation Services	2
Board of Trustees.....	5
District Overview: Vision/Mission/Core Values.....	6
Schools Directory.....	7
Career Services: CTE, Pathways, Magnet	8
Education Center Directory.....	11
Community Resources Directory.....	12

ATTENDANCE

School Attendance, Excused Absences	13
Truancy and Chronic Absenteeism: ARC, SARB.....	13
Short Term Independent Study.....	14

ENROLLMENT

Immunization Requirements.....	15
Health Insurance	16
Residency Requirements for School Attendance.....	17
Transfer Options (Intra/Inter District Transfer Requests).....	18
Residency Status Verification Form.....	19
No Legal Rental Contract Form.....	20
Caregiver’s Authorization Affidavit.....	21

OPPORTUNITIES FOR PARENT INVOLVEMENT

DCAC/DELAC/LCAP Meetings.....	22
-------------------------------	----

PARENTAL RIGHTS AND RESPONSIBILITIES.....

Required Notification of Rights; Time of Notification... ..	24
Administration of Prescribed Medication for Pupil	24
Medical and Hospital Services for Pupils.....	24
Guide For Grading	26
Monitor Your Student’s Progress	28
Public Complaint Concerning District Employees	30
Uniform Complaint Procedures.....	32
Williams Uniform Complaint Procedures.....	34

ACCESS TO STUDENT RECORDS

Parents Right of Access to Student Records.....	37
Challenging the Content of Student Records.....	37
Access to Student Records With & Without Written Parental Consent.....	37

OPT OUT FORMS

Parent Notification and Opt-Out Form (Surveys).....	41
Mandatory HIV/AIDS Curriculum.....	42
College/Career Path Opt Out Form.....	43
Electronic GPA Submission Opt Out Form.....	44
Refusal for Photographs, Videos and Other Recordings.....	45

ALTERNATIVE ACADEMIC PROGRAMS	
Notice of Alternative Schools.....	46
Independent Study Option.....	46
Individualized Home and Hospital Instruction.....	46
Silicon Valley Career Technical Education.....	47
GRADUATION AND PROMOTION	
A-G and High School Graduation Requirements	48
District Counselor Graduation Guidance Plan	51
California Assessment of Student Performance and Progress (CAASPP)	53
College Test Dates: PSAT, SAT, ACT, AP	54
California College Directory	56
HEALTH AND HAZARDOUS MATERIALS	
Asbestos Surveillance and Re-inspection Notification	57
SAFE SCHOOLS AND DISCIPLINE	
Emergency Information	58
Student/School Code of Conduct	59
Students with Disabilities and Special Education	60
Students with Temporary Disabilities	61
Suspension and Expulsion	61
District Uniform Behavior Responses	64
Non-Discrimination/Harassment	65
Know Your Rights: Immigration Law	66
Athletic Code of Conduct.....	67
Student Sexual Harassment Policy	68
NATIONAL SCHOOL LUNCH PROGRAM	
Free and Reduced Lunch.....	72
2018-2019 STUDENT/TEACHER CALENDAR.....	73

This handbook entails important information regarding your child’s education. Please sign and return the last page of the booklet to ensure receipt of this communication.....74

East Side Union High School District

830 North Capitol Avenue

San Jose, CA 95133

408.347.5000

FAX: 408.347-5015

<http://www.esuhsd.org>

Superintendent: Chris D. Funk

Board of Trustees

J. Manuel Herrera, President

Phone: 408.347.5091, E-mail: herreram@esuhsd.org

Pattie Cortese, Vice President

Phone: 408.839.7912, E-mail: cortese@esuhsd.org

Lan Nguyen, Clerk

Phone: 408.347.5093, E-mail: nguyenl@esuhsd.org

Frank Biehl, Member

Phone: 408.347.5090, E-mail: biehlf@esuhsd.org

Van Le, Member

Phone: 408.347.5092, E-mail: lev@esuhsd.org

The East Side Union High School District Board of Trustees is interested in having parents play a critical role in developing District policies. We invite you to attend our Regular Board meetings. On occasion, Board meeting dates are changed. Call 408.347.5010 to verify date and time or check the East Side website: www.esuhsd.org. Regular scheduled Board meeting agendas are posted on the website three days prior to the meeting. All Regular Board meetings normally begin at 6:00 p.m. in the Education Center Board Room. When meetings are cancelled or changed, it will be noted on the ESUHSD website.

August 16, 2018

September 13 2018

October 11, 2018

November 15, 2018

December 6, 2018

January 17, 2019

February 12, 2019

March 7, 2019

March 21, 2019

April 18, 2019

May 16, 2019

June 6, 2019**

June 20, 2019***

Closed Session will commence at 4:00 pm.

*** Annual Organizational Meeting - TBD**

****Public Hearing for Budget Adoption**

*****Budget Adoption**

Spanish and Vietnamese translation is provided at all ESUHSD board meetings

DISTRICT OVERVIEW

The East Side Union High School District (ESUHSD), established in 1950, serves over 22,000 students in grades 9-12 at 11 comprehensive high schools, 7 alternative education sites, 7 child development centers and 12 independent charter schools. The District offers a safe and innovative learning environment, award-winning athletic programs, extracurricular activities, robust Advanced Placement courses and a career technical education program through its magnet programs, CA Partnership Academies, and an ROP JPA.

List of ESUHSD schools:

- Eleven (11) comprehensive high schools: Andrew P. Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, W.C. Overfelt, Yerba Buena
- One (1) continuation high school: Foothill
- Three (3) alternative high schools: Apollo, Phoenix, Pegasus
- Three (3) schools of choice: Accel, Calero, and College Connection Academy

Our classrooms are equipped with state-of-the-art technology, including laptops, Apple TVs, internet access, and during the 2017-18 school year, the District deployed a district-wide network to provide free WiFi to low-income students and their families.

Our District collaborates directly with hi-tech Silicon Valley companies, offering our students real-world experiences and 21st century skills through curriculum, internships, field trips and mentoring opportunities. Rich in racial and cultural diversity, our student population is comprised of 46.3% Hispanic, 41.9% Asian, 6.5% White, 2.8% African American, 1.7% multiple, 0.6% Pacific Islander, and 0.2% Native American. More than 40 native languages are spoken by East Side students. There are 3,760 students in our English Language Learners Program. An average of 76% of our students attend college each year.

East Side employs 1,208 certificated and 634 classified staff members to support students and their families. Our Adult Education program serves an additional 6,500 students and employs 100 adult education teachers and staff.

There are seven elementary school districts that feed into ESUHSD. The District has strong partnerships with these feeders, as well as community colleges and 4-year universities in the area. These partnerships include Accel Middle College, College Connection Academy Program, and the Spartan East Side Promise.

- The Accel Middle College program is located on the Evergreen Valley College campus. Students in this program can take college courses while they are completing their high school graduation requirements. Students can earn up to one year of college credit.
- The College Connection Academy Program is a grade 7 – 13 program created in cooperation with Franklin-McKinley School District and Evergreen Valley College with support from San Jose State University. Our feeder middle school students attend classes on our high school campus and our high school students take college courses as early as 11th grade. Students graduate with as many as 1-2 years of college credit.
- The Spartan East Side Promise provides a pathway to guaranteed general admission to San Jose State University by clearly specifying admission requirements and actively sharing this information with students and families.

Our Vision

Each student graduates prepared for college and career empowered to transform their lives and thrive in a global society.

Mission

We align decisions to create safe, dynamic and relevant learning environments that inspire critical thinking, problem solving and innovation.

Core Values

Commitment to Excellence:

We believe in continuous improvement through a culture of openness, inquiry and collaboration. We honor those who take responsibility, demonstrate creativity and take initiative.

Diversity:

We see diversity as a valuable asset that enriches our world-view and strengthens our community.

Equity:

We allocate resources, develop practices and cultivate mindsets to ensure that **each** student meets or exceeds standards.

Inclusiveness:

We model personal and professional integrity through processes that are respectful, transparent and proactively engage parents, students, staff and community.

Professional Capacity:

We believe in and invest in the development of **each** employee and volunteer in our system.

OUR HIGH SCHOOLS

Andrew P. Hill High School 3200 Senter Rd. San Jose, CA 95111 Principal: Jose Hernandez PCIS: Rita Luna lunar@esuhsd.org Phone: 408.347.4100	Mt. Pleasant High School 1750 S. White Road San Jose, CA 95127 Principal: Martha Guerrero PCIS: Andrea Gonzalez gonzaleza@esuhsd.org Phone: 408.937.2800	Silver Creek High School 3434 Silver Creek Road San Jose, CA 95121 Principal: Chantal Chatman PCIS: Elizabeth Cabrera cabrae@esuhsd.org Phone: 408.347.5600
Evergreen Valley High School 3300 Quimby Road San Jose, CA 95148 Principal: Kyle Kleckner PCIS: Victoria Moreno morenov@esuhsd.org Phone: 408.347.7000	Oak Grove High School 285 Blossom Hill Road San Jose, CA 95123 Principal: Martha Brazil PCIS: Martha Cabrera cabreram@esuhsd.org Phone: 408.347.6500	W.C. Overfelt High School 1835 Cunningham Avenue San Jose, CA 95122 Principal: Vito Chiala PCIS: Rick Ramirez ramirezri@esuhsd.org Phone: 408.347.5900
Independence High School 1776 Educational Park Drive San Jose, CA 95133 Principal: Bjorn Berg PCIS: Margarita Rodriguez rodriguez@esuhsd.org Phone: 408.928.9500	Piedmont Hills High School 1377 Piedmont Road San Jose, CA 95132 Principal: Ginny Davis PCIS: Rupert Rosales rosalesr@esuhsd.org Phone: 408.347.3800	Yerba Buena High School 1855 Lucretia Avenue San Jose, CA 95122 Principal: Tom Huynh PCIS: Dalia Borrego & Linh To borregod@esuhsd.org tol@esuhsd.org Phone: 408.347.4700
James Lick High School 57 N. White Road San Jose, CA 95127 Principal: David Porter PCIS: Marcela Parrilla parrillam@esuhsd.org Phone: 408.347.4400	Santa Teresa High School 6150 Snell Road San Jose, CA 95123 Principal: Greg Louie PCIS: Elvin Jackson jackson@esuhsd.org Phone: 408.347.6200	

ALTERNATIVE EDUCATION

Calero High School 420 Calero Avenue San Jose, CA 95123 Principal: Robert Ibarra Phone: (408) 347-7600	Apollo High School 1835 Cunningham Avenue San Jose, CA 95122 Principal: Vito Chiala Phone: 928-5400	Pegasus High School 1776 Educational Park Drive San Jose, CA 95133 Principal: Bjorn Berg Phone: 408.928.9597
Accel Program 3095 Yerba Buena Rd. San Jose, CA 95135 Principal: Kyle Kleckner Phone: 408.274-7900	Foothill High School 230 Pala Avenue San Jose, CA 95127 Principal: Noemi Ramirez Phone: 408.928.9100	Phoenix High School 6150 Snell road San Jose, CA 95123 Principal: Greg Louie Phone: 408.347-6291

CAREER SERVICES

East Side Union High School District’s Career Services Program provides students with exciting and unique educational opportunities as offered through a rich array of college and career readiness pathways. These pathways allow students to pursue their post high school career interests while receiving the latest industry practices in their chosen field. Pathway approaches include partnership academies, Linked Learning, Career-Technical Education, and magnet programs. Pathways are supported through staff collaboration and professional development, systems support and leadership, and robust industry and community partnerships.

Career Technical Education

A program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

The list below identifies CTE courses with A-G designation:

SCHOOL	COURSE	UC A-G
ANDREW HILL	Art Animation 1	F
	Digital Photo 1 & 2	F
	Multimedia 3 & 4	F
	Economics of Business Ownership	F
	Elements of Nursing	G
	Food & Nutrition	G
	International Cuisine	G
	Psychology Art 1	D
EVERGREEN VALLEY	AP Computer Science	A & G
	AP Computer Science Principles	G
	Computer Information Technology	G
	Economics of Business Ownership	G
	Exploring Computer Science	G
	Web Page Technology & Design	G
INDEPENDENCE	Accounting 1	G
	Aerospace Engineering	G
	AP Computer Science	G
	AP Psychology	D
	Economics of Business Ownership	G
	Engineering Design & Development	G
	Exploring Computer Science	G
	Introduction to Computer Science	G
	Principles of Engineering	G
	Psychology & Education	G
	Web Page Technology & Design	G
JAMES LICK	Fire Science 1 Adopted from SVCTE	D
MT. PLEASANT	Art 1	F
	Art Animation 1, 2, 3, 4	F
	Multimedia 1, 2, 3, 4	F

OAK GROVE	International Cuisine	G
W.C. OVERFELT	Child Development & Education Psychology Introduction to Engineering Design Principles of Engineering	G D G G
PIEDMONT HILLS	Computer Aided Drafting & Design Computer Aided Drafting & Design 2 Computer Aided Drafting & Design 3 Computer Information Technology International Cuisine Web Page Technology & Design Economics of Business Ownership	G G F G G G G
SANTA TERESA	AP computer Science AP Computer Science principles Database Design & Programming with SQL Exploring Computer Science Multimedia 1, 2, 3 AP Studio Art 2-D Design--F	A&G G G F F
SILVER CREEK	Accounting 1 Computer Information Technology Economics of Business Ownership Marketing 1 Web Page Technology & Design Multimedia	G G G G G F
YERBA BUENA	Computer Information Technology Digital Electronics Engineering Design & Development Introduction to Engineering & Design Marketing 1 Principles of Engineering Web Page Technology and Design	G G G G G G G

Career Pathways

Arts, Media, Entertainment	
Animation Studio	Mt. Pleasant High School
Graphic Design/Multimedia	Andrew Hill High School
Multimedia Arts Pathway	Santa Teresa High School
Multimedia Pathway	W. C. Overfelt High School
Business Marketing, Management	
Business Careers Pathway	Silver Creek High School
Entrepreneurship Marketing	Piedmont Hills High School
Finance/Business	Independence High School
Computers, Engineering, and Science-Related	
Aerospace Science - AFJROTC	Oak Grove High School
Electronics Academy	W. C. Overfelt High School
Engineering/Space	Independence High School
Engineering Pathway	Yerba Buena High School
Computer Science	Evergreen Valley High School & Santa Teresa High School
Web & Social Media Programming Design	Silver Creek High School
Manufacturing/CAD	Piedmont Hills High School
Automotive	Independence High School
Health Careers	
Health & Human Services Pathway	Andrew P. Hill High School
Hospitality, Public and Human Resources	
Academy of Hospitality & Tourism	Oak Grove High School
Child Development & Education Academy	W.C. Overfelt High School
Construction Technology Pathway	Yerba Buena High School
Fire Service Pathway	James Lick High School
International Baccalaureate	Andrew P. Hill High School
Teaching Academy	Independence High School
Construction Technology	Piedmont Hills High School & Independence High school

EDUCATION CENTER DIRECTORY

District Administration

- Superintendent Chris D. Funk 408.347.5010
- Associate Superintendent of Business Services Chris Jew 408.347.5051
- Associate Superintendent of Educational Services Glenn Vander Zee 408.347.5061
- Associate Superintendent of Human Resources Dr. John Rubio 408.347.5251

Program/Services	Contact	Phone #
Magnet Programs	Tim Nguyen	408.347.5241
Adult Education Program	Traci Williams	408.928.9311
Alternative Education Options for Students	ShaKenya Edison	408.347.5330
College Information and Recruitment	Lori Martinson	408.347.4741
Expulsion/Discipline Issues	ShaKenya Edison	408.347.5330
Food Nutrition Program	Julie Kasberger	408.347.5192
Health Services Available	Safiye Chen	408.347.4239
Home/Hospital	Jennifer Casel	408.347.5334
Independent Study	Teresa Marquez	408.347.5271
Jose Valdes Program	Julio Pardo	408.347.4183
Re-enrollment of Student from Correctional Program	Janette Ortiz-Fonseca	408.347.5206
School Calendar	Superintendent's Office	408.347.5010
School Policies	Superintendent's Office	408.347.5010
School to Careers Programs	Tim Nguyen	408.347.5241
School Transportation	Julie Kasberger	408.347.5290
Special Education	Barbara Moore	408.347.5181
Student Attendance Review Board (SARB)	Jennifer Casel	408.347.5334
Summer School	Jenner Perez	408.347.5240
Transfer of Your Student to Another School	Jennifer Casel	408.347.5334
Work Experience Programs	Tim Ngyyen	408.347.5241
Work Permits	Tim Nguyen	408.347.5241

COMMUNITY RESOURCES DIRECTORY

Crisis/Help

24-7 Teen Hotline.....	888.247.7717
Alum Rock Counseling Mobile Crisis Services.....	408.294.0579
Bill Wilson Center Safe Place (24 Hr. Emergency Housing for Teens).....	408.243.0222
CA Smoker's Helpline.....	800.NO.BUTTS
Child Abuse Reporting/Services.....	408.299.2071
Children's Shelter.....	408.558.5400
Contact Cares (Counseling).....	408.279.8228
EMQ Crisis Hotline (Mobile Crisis Team).....	408.379.9085
Mental Health Call Center.....	800.704.0900
Next Door (Solutions to Domestic Violence).....	408.279.2962
Suicide & Crisis Hotline.....	855.278.4204
YWCA 24 Hour Rape Crisis.....	800.829.3777

Health

Alanon/Alateen (Alcohol).....	408.379.1051
Alcoholics Anonymous.....	408.374.8511
Center for Disease & Control...AIDS, STD's, Immunizations, etc.....	800.232.4636
Center for Disease & Control...Hearing Impaired.....	888.232.6348
Children's Health Initiative,Medi-Cal, Free/Reduced Health Insurance.....	888.244.5222
Planned Parenthood.....	408.277.0777

Law Enforcement

Silicon Valley Crime Stoppers.....	408.947.STOP
Crime Prevention Unit.....	408.277.4133
San Jose P.D. Missing Persons.....	408.277.4786

Parent/Family Services & Programs

Alum Rock Counseling Center.....	408.294.0500
Billy DeFrank Gay & Lesbian Community Center.....	408.293.4525
CA. Parent Center.....	877.9.PARENT
Centre for Living with Dying.....	408.243-0222
Children, Family & Community Services.....	408.272.6518
Legal Advocates for Children and Youth (L.A.C.Y.).....	408.280.2440

*Need information on East Side Union High School District go to:
<http://www.esuhd.org>*

SCHOOL ATTENDANCE

Attendance matters! Students shall attend school on time, all day, and every day when school is in session. Additionally, the law requires every child ages six through 18 years of age to attend school. Parents/guardians are responsible for their child's school attendance. If your child is absent or late, please contact their school to provide them with a specific reason for the absence.

All absences must be verified in accordance with Board Policy 5113, Education Code Section 48205, and California Code Regulation Title 5 Section 6.

A student shall be excused from school for the following absences:

1. Due to illness
2. Due to quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services rendered.
4. Funeral services of a member of his or her immediate family (one day if the service is in California, and not more than three days if the service is outside of California).
5. Jury duty in the manner provided for by law.
6. Illness or medical appointment during school hours of a child of whom the student is custodial parent.
7. Justifiable personal reasons, such, an appearance in court, attendance at a funeral service, observation of a holiday or ceremony of his or her religion, attendance at religious retreats (not to exceed four days per school month), 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/guardian and approved by the principal or designated representative pursuant to uniform standards established by the Governing Board.
8. Serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. Spending time with a member of the pupil's immediate family, who is an active duty member of uniformed services, 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. 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 therefore. The teacher of any class from which a pupil is absent shall determine, pursuant to the regulations of the Governing Board of the school district, what assignments the pupil shall make up and in what period of time the pupil shall complete those assignments. The tests and assignments shall be reasonably equivalent, but not necessarily identical, to the tests and assignments that the pupil missed during the absence.

NOTICE to students and parents/guardians: Students may be excused from school without the consent of a parent/guardian for the purpose of obtaining confidential medical services. (Education Code Section 46010.1)

Examples of UNEXCUSED absences include, but is not limited to:

1. Running errands for family
2. Babysitting
3. Vacations or trips
4. Weather Conditions
5. Transportation problems

Truancy and Chronic Absenteeism

Attending school on time, all day and every day is critical to school success. The District, partnering with parents, has an essential role in the prevention and intervention of truancy and chronic absenteeism. A student is classified as a "truant" after three or more unexcused absences of 30 minutes or more on three separate occasions (Education Code Section 48260). A student is classified a "chronic absentee" when he/she has missed 10% or more of the school days enrolled (Education Code 60901 (c)(1)). To ensure parents and students understand the necessity of on time, all day and every day school attendance, the District has comprehensive, tiered prevention and intervention efforts to promote and improve attendance.

Any pupil is deemed a "habitual truant" who has been reported as a truant three (3) or more times per school year and an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself/herself [Education Code 48262].

Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The SARB Chairperson or designee will send a notice to parents/guardians, informing them of the date, time and location of the SARB Hearing. The notice shall indicate that the pupil and parents/guardians of the pupil will be required to meet with the School Attendance Review Board. In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the

SARB or services provided, the School Attendance Review Board may contact the district attorney to notify the parents or guardians of each pupil concerned, that they may be subject to prosecution [Education Code 48263.5].

The District partners with the Santa Clara County Office of the District Attorney to provide support to truant students and their families.

Notification of Truancy Letter

An automated truancy letter will be mailed to notify parents/guardians of students between the ages of six and 18 years when their child has accumulated three or more unexcused absences, early leaves and/or tardies of 30 minutes or more in the school year for which a valid excuse was not provided. Absences that meet this criterion will be counted toward truancy classification. Pursuant to Education Code 48260.5, upon a pupil's initial classification as a truant, the school district shall notify the parents/guardians, by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the District.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you feel absences reported are in an error, please contact the school. Corrections and updates to attendance data and records are not allowed after the attendance period has closed.

Attendance Review Conferences

Attendance Review Conferences (ARCs) are coordinated by each school site and provide parents and students with an opportunity to build and strengthen relationships directly with key staff (e.g., Associate Principal, Advisor, Social Worker, Parent and Community Involvement Specialist, Academic Counselor, Student Support Specialist, etc.), as well as discuss individual attendance concerns and site-based services and supports.

School Attendance Review Board

School Attendance Review Board (SARB) is coordinated by the District Office and has the authority to enforce compulsory education laws in an effort to divert students with school attendance or behavior problems from the juvenile justice system. SARB will conduct hearings and issue formal directives in response to the specific facts of each referral. The directives may include specific referrals to community services or agencies, as well as requiring that the student and/or parent or guardian provide satisfactory evidence of participation in the community services or agencies. The SARB may refer cases to the District Attorney or Probation if the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives or to services provided. The SARB may also assign students to a different educational placement.

Short Term Independent Study

Short Term Independent Student (STIS) is an alternative education strategy, not a separate program, for students who are unable to attend school for an extended period of time. The request for STIS must be approved by an Administrator. STIS may be approved for at least 5 days, but not more than 15 days. If approved, its purpose is to allow students to remain current with regular course work while away from school.

ENROLLMENT

IMMUNIZATION REQUIREMENTS FOR GRADES 9-12

To enter or transfer into public and private elementary and secondary schools (grades Kindergarten through 12, children under age 18 years) must have:

VACCINE	REQUIRED DOSES	
1) Polio	4 doses at any age, but	3 doses meet requirement for ages 4-17 years if at least one was given on or after the 2nd birthday.
2) Diphtheria, Tetanus, and Pertussis (age 7 years and older pertussis is not required) Td., DT, more (Td) or DTP, DTaP or any combination of these	4 doses at any age, but	3 doses meet requirement for ages 7-17 years if at least one was on or after the 2nd birthday. If last dose was given before the 2nd birthday, one dose is required.
3) Measles, Mumps, Rubella (MMR)	1 dose	must be on or after 1st birthday.
4) Varicella (out of state entrants)	1 dose	for children under 13 years; 2 doses are needed if immunized on or after 13th birthday.
5) Tdap Booster, (Tetanus reduced diphtheria, and pertussis)	1 dose	must be on or after 7th birthday.

Tuberculin Skin Tests (TST)—The new Santa Clara County Public Health Department Risk Assessment for School Entry form will be required for school registration effective June 1, 2014 for all children enrolling in kindergarten or transferring, at any grade level, from outside of Santa Clara County.

A California law (AB 354) requires that all students entering grades 7-12 be vaccinated against pertussis (whooping cough).

Beginning July 1, 2012, ALL STUDENTS ARE REQUIRED TO SHOW PROOF OF A TDAP BOOSTER SHOT BEFORE STARTING SCHOOL.

Parents are asked to obtain a record of their child's Tdap booster and bring the immunization record to their child's school as soon as possible. Otherwise, schedules will be withheld on the first day of school.

Health Insurance

Need Insurance or Health Care Information?

The District does not provide medical insurance coverage for school accidents. This means that each family is responsible for their medical bills if a student gets hurt during school activities. In accordance with Education Code Section 49472, the District is making available a low cost medical/dental insurance program through Pacific Educator's Inc. More information is available on our website at <http://www.esuhd.org/Community/BusinessFinance/Student-Insurance/index.html>.

An insurance brochure, showing the coverage options, is available at each school site. The Student Health Care and "High Option" 24-Hour Accident plans are especially recommended for those families with no other insurance because they provide the most help when injuries occur. Student Health Care covers illness as well as injury, 24 hours a day. If your family does have other health coverage, student insurance may also be used to help pay those charges not covered by your family insurance.

A School Based Clinic is located at W. C. Overfelt. This Health Clinic provides primary medical care for students at this school. Hours are from 8am-4:30pm Monday through Friday.



HEALTH CARE FOR ALL FAMILIES



EAST SIDE HIGH SCHOOL DISTRICT
Silicon Valley

Preparing every student to thrive in a global society.

A PROJECT OF THE CHILDREN'S PARTNERSHIP

Enroll. Get Care. Renew. Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- ▶ Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- ▶ Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- ▶ Medi-Cal enrollment is available year round.

Covered California:

- ▶ Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- ▶ Based on income and family size, many Californians may qualify for financial assistance.
- ▶ Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

! Immigrant Families visit: www.allinforhealth.org/immigrantfamilies
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

- www.coveredca.com
- 1(800) 300-1506**
- Find in-person help: www.coveredca.com/get-help/local/

Get Care.

- ▶ Find a primary care doctor in your network.
- ▶ Schedule an annual checkup for you and your family.
- ▶ Make sure to take your child to the dentist.
- ▶ Pay your monthly premium if your plan requires it.

Renew.

- ▶ Medi-Cal must be renewed every year. If you receive a renewal notice, complete and return. You can also renew online or by phone. For help, contact your local Medi-Cal office.
- ▶ Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

You and your family may qualify for financial help:

Household Size	If 2018 household income is less than...		If 2018 household income is between...
	\$16,644	\$32,081	\$16,644 - \$48,240
1	\$16,644	\$32,081	\$16,644 - \$48,240
2	\$22,412	\$43,199	\$22,412 - \$64,960
3	\$28,181	\$54,318	\$28,181 - \$81,680
4	\$33,949	\$65,437	\$33,949 - \$98,400
5	\$39,717	\$76,556	\$39,717 - \$115,120
6	\$45,486	\$87,675	\$45,486 - \$131,840
▶	Adults may be eligible for Medi-Cal	Children may be eligible for Medi-Cal	May be eligible for financial help to purchase insurance through Covered California

For more information go to:
www.allinforhealth.org
March 2018



RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE

(Education Code Section 48204)

California Education Code Section 48200 requires that a student enroll in the school district in which the student's parent/guardian is a resident. A student shall also be deemed to have complied with the residency requirements for school attendance in a school district, if he or she is any of the following:

(1) (A) A pupil placed within the boundaries of that school district in a regularly established licensed children's institution or a licensed foster home as defined in Section 56155.5, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.

(B) An agency placing a pupil in a home or institution described in subparagraph (A) shall provide evidence to the school that the placement or commitment is pursuant to law.

(2) A pupil who is a foster child who remains in his or her school of origin pursuant to subdivisions (f) and (g) of Section 48853.5.

(3) A pupil for whom interdistrict attendance has been approved pursuant to Chapter 5 (commencing with Section 46600) of Part 26.

(4) A pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation.

(5) A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the home of the caregiver, unless the school district determines from actual facts that the pupil is not living in the home of the caregiver.

(6) A pupil residing in a state hospital located within the boundaries of that school district.

(7) A pupil whose parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of three days during the school week.

(b) (1) A school district may deem a pupil to have complied with the residency requirements for school attendance in the school district if at least one parent or the legal guardian of the pupil is physically employed within the boundaries of that school district for a minimum of 10 hours during the school week.

(2) This subdivision does not require the school district within which at least one parent or the legal guardian of a pupil is employed to admit the pupil to its schools. A school district shall not, however, refuse to admit a pupil under this subdivision on the basis, except as expressly provided in this subdivision, of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration.

(3) The school district in which the residency of either the parents or the legal guardian of the pupil is established, or the school district to which the pupil is to be transferred under this subdivision, may prohibit the transfer of the pupil under this subdivision if the governing board of the school district determines that the transfer would negatively impact the court-ordered or voluntary desegregation plan of the school district.

(4) The school district to which the pupil is to be transferred under this subdivision may prohibit the transfer of the pupil if the school district determines that the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer.

(5) The governing board of a school district that prohibits the transfer of a pupil pursuant to paragraph (2), (3), or (4) is encouraged to identify, and communicate in writing to the parents or the legal guardian of the pupil, the specific reasons for that determination and is encouraged to ensure that the determination, and the specific reasons for the determination, are accurately recorded in the minutes of the board meeting in which the determination was made.

(6) The average daily attendance for pupils admitted pursuant to this subdivision is calculated pursuant to Section 46607.

(7) Unless approved by the sending school district, this subdivision does not authorize a net transfer of pupils out of a school district, calculated as the difference between the number of pupils exiting the school district and the number of pupils entering the school district, in a fiscal year in excess of the following amounts:

(A) For a school district with an average daily attendance for that fiscal year of less than 501 pupils, 5 percent of the average daily attendance of the school district.

(B) For a school district with an average daily attendance for that fiscal year of 501 pupils or more, but less than 2,501 pupils, 3 percent of the average daily attendance of the school district or 25 pupils, whichever amount is greater.

(C) For a school district with an average daily attendance of 2,501 pupils or more, 1 percent of the average daily attendance of the school district or 75 pupils, whichever amount is greater.

(8) Once a pupil is deemed to have complied with the residency requirements for school attendance pursuant to this subdivision and is enrolled in a school in a school district the boundaries of which include the location where at least one parent or the legal guardian of a pupil is physically employed, the pupil does not have to reapply in the next school year to attend a school within that school district and the governing board of the school district shall allow the pupil to attend school through grade 12 in that school district if the parent or legal guardian so chooses and if at least one parent or the legal guardian of the pupil continues to be physically employed by an employer situated within the attendance boundaries of the school district, subject to paragraphs (2) to (7), inclusive.

TRANSFER OPTIONS

Parents/guardians may submit a request for their student to attend a school in a different attendance area than the area where they live. Parents/guardians may request a transfer to a school within the East Side Union High School District (intradistrict) or in a different district (interdistrict).

Open Enrollment (Intradistrict Transfers)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. The request form may be obtained from the student's school of residence and the completed form must be submitted to the school principal. An intradistrict transfer must be approved by both schools involved in the transfer.

Priority for attendance outside a student's attendance area shall be given as follows:

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school.
2. If while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school.
3. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student.
4. Priority may be given to siblings of students already in attendance in that school.
5. Priority shall be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. Except as required for transfers out of Title I Program Improvement schools, the District shall not be obligated to provide transportation for students who attend school outside their attendance area.

To appeal a denial, contact the administration at your child's school of residence. Please see Board Policy 5116.1.

Interdistrict Transfers

The form to request a transfer to a different school district may be obtained from the District and is submitted to the office of Student Services. Both districts must approve the request. Transportation to the new school is the responsibility of the parent/guardian.

Students with Temporary Disabilities

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside the District, the student may be eligible to attend the school district in which the hospital is located. If this situation should arise, it is the primary responsibility of the parent of the pupil to notify both the district where you reside and the district where the hospital is located so that individualized instruction, if possible, can be provided.

RESIDENCY STATUS VERIFICATION FORM

HOME OWNER RENTER CO-RESIDER

California Education Code (Section 48200) and District Governing Board Policy 5117 require that a student be enrolled and attend, the school that is within the district which the student's parent(s) or legal guardian(s) reside(s).

The form must be completed, signed and submitted with proof of residence. **DO NOT SIGN THIS FORM IF ANY OF THE STATEMENTS ARE INCORRECT.** Evidence that false information was provided will result in immediate withdrawal of the student from school.

Student Name: _____ ID Number: _____

Parent's Name: _____

Address: _____
(Street Address) (City, State) (Zip Code)

Work Telephone: (_____) _____ Home Telephone: _____

Please INITIAL before each of the following statements indicating that you understand and acknowledge the statement.

_____ My student resides with me at the address listed above, which is my only residence. I agree to notify the School Registrar should my student, or I, move from this address. I understand that home visitation and/or residency verification is part of a periodic process when residency is established.

_____ The East Side Union High School District will actively investigate all cases where it has reason to believe false information has been provided on this statement, including the use of a School Attendance Office to verify residency status (verification may include home visits).

_____ The District may refer cases in which false information has been intentionally provided to the County District Attorney for further action and/or file civil action to recover damages incurred as a result of providing false information.

_____ Persons who provide false information are subject to criminal prosecution for perjury, which is punishable by fine and/or prison term (Up to 4 years in state prison). [Family Code § 6552; Penal Code § 118 and 126]

_____ Persons providing false information also are civilly liable for fraud, negligent misrepresentation, and negligence. Parties found civilly liable may be required to pay all damages caused to the District as a result of providing false information, as well as punitive damages. [Civil Code § 1709]

_____ Persons who induce, obtain or solicit another person to provide false information are subject to the same criminal prosecution, fines, and imprisonment as the person directly committing perjury. [Penal Code § 127]

_____ Investigations that reveal students have enrolled on the basis of false information will lead to immediate withdrawal from the District or school.

I declare, under penalty of perjury under the laws of the State of California, that the foregoing is true and correct. In accordance with State compliance, I have attached the required documentation as proof of residence for enrollment.

Dated: ____/____/____ Signature of Parent/Guardian _____

DOCUMENTATION TO BE USED BY THOSE WITH NO LEGAL RENTAL CONTRACT

RENTER (parent/guardian rents the entire home)	CO-RESIDER (parent/guardian rents only rooms and/or lives with the homeowner)
<input type="checkbox"/> Notarized statement of residency signed by the owner of the home AND <input type="checkbox"/> 3 (three) current mail communications with parent/guardian name & address of residency	<input type="checkbox"/> Notarized statement of residency signed by the owner of the home AND <input type="checkbox"/> 3 (three) current mail communications with parent/guardian name & address of residency

ACCEPTABLE OFFICIAL MAIL COMMUNICATIONS:

(Active accounts, must be dated within 30 days of registration)
 PG&E Phone bill Water bill Insurance statement
 Cable bill Paycheck stub Current car registration Bank statement Credit card bill Car loan statement Social security documentation Social services documentation

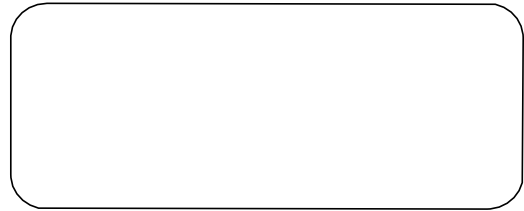
ALL INFORMATION LISTED BELOW MUST BE COMPLETED BY THE OWNER OF SAID PROPERTY ON BEHALF OF RENTERS AND CO-RESIDERS.

JURAT NOTARY REQUIRED FOR THOSE WHO DO NOT HAVE A LEGAL RENTAL CONTRACT.

On ___/___/___, the home owner listed below personally appeared before me and provided satisfactory documentation to support the information listed on this form. I certify under penalty of perjury under laws of the State of California that the information below is true and correct.

Witness my hand and official stamp.

Notary Public Signature _____



PROPERTY OWNER VERIFICATION

Property Address _____

Original move-in date ___/___/___ Number of families residing in the home _____

List of all occupants living at the address above.

I, the owner of above described property, am signing to declare, under penalty of perjury under the laws of the State of California, that the information listed above is true and correct. I am also signing to certify that the parent/guardian stated above, along with their student, reside at the above named residence which I own. _____ (*property owner's initials*)

Persons who provide false information are subject to criminal prosecution for perjury, which is punishable by fine and/or prison term (Up to 4 years in state prison). [Family Code § 6552; Penal Code § 118 and 126].

Please provide proof of ownership to Notary Public.

Property Owner Name (*please print*) _____

Mailing Address _____
(Street Address) (City, State) (Zip Code)

Telephone Number (____) _____

Property Owner's Signature _____ Date ___/___/___

Caregiver's Authorization Affidavit

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

The minor named below lives in my home and I am 18 years of age or older.

Name of Minor: _____ Minor's Date of Birth: ____/____/____

Caregiver's Name: _____ Caregiver's Date of Birth: ____/____/____

California Driver's License/ID: _____ Caregiver's Relationship to Student: _____
Caregiver must be a qualified relative. See below for determination of relationship

Caregiver's Home Address: _____

6. Parent/Legal Guardian Authorization (check one):

- I have advised the parent(s)/legal guardian(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.
- I am unable to contact the parent(s)/legal guardian(s) having legal custody of the minor at this time to notify them of my intended authorization.

WARNING: DO NOT SIGN THIS FORM IF ANY OF THE STATEMENTS ABOVE ARE INCORRECT, OR YOU WILL BE COMMITTING A CRIME PUNISHABLE BY A FINE, IMPRISONMENT, OR BOTH.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated: _____ Signature of Caregiver: _____

NOTICES:

1. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.

TO CAREGIVERS:

1. "Qualified relative," means a spouse, parent, stepparent, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any person denoted by the prefix "grand" or "great," or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit. The affidavit is invalid after the school, health care provider, or health care service plan receives notice that the minor no longer lives with you.
4. If you do not have a California driver's license or I.D., provide another form of identification such as your social security number or Medi-Cal number.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided.

TO HEALTH CARE PROVIDER AND HEALTH CARE SERVICE PLANS:

1. No person who acts in good faith reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, and is not subject to professional disciplinary action, for that reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parent Involvement in School Committees

Every school in the district is committed to involving parents in the educational process. Numerous opportunities are available at each site. Some examples include:

- **School Site Council**—A committee of teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the School Improvement Program and the School Safety Plan per SB 187.
- **School Advisory Committee and English Learners Advisory Committee**—These two committees include parents, staff and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- **Special Committees**—Advisory and information parent and staff committees who meet regularly to plan ways to assist and support magnet and academy program students, non- English speaking students and underachieving students.
- **Safety Council**—Each school has a group that meets to review, strengthen and monitor the implementation of the school’s Safety Plan. Contact your school’s Associate Principal for more information.
- **Booster Clubs**—These clubs usually provide support and direction to extracurricular activities on the campus.
- **District Advisory Committee/District English Learners Advisory Committee (DAC/DELAC)**
A group of parents, staff and community members, by elected School Site Committees, to provide on-going advice to the Superintendent and Board of Trustees:
 1. Coordinating community resources in a concerted effort to address the academic needs of all students.
 2. Evaluate the consolidated application programs and review information relative to the objectives of the programs to parents and the school community.
 3. Overseeing all state and federal programs to ensure that the needs of the specific targeted student population (Special Education, EL, Title 1, and At-Risk) are being met in an effective, culturally appropriate and timely manner.
 4. Giving the DAC/DELAC membership a communications forum to actively communicate and share interests, experiences, knowledge and concerns with each other.
 5. The information is shared at each School Site Council’s meetings.

DAC/DELAC & LCAP District Advisory Committee Meeting Schedule for 2018-2019

DATE	TIME	LOCATION
September 18, 2018	6:00 p.m.	District Board Room
October 16, 2018	6:00 p.m.	District Board Room
November 13, 2018	6:00 p.m.	District Board Room
January 15, 2019	6:00 p.m.	District Board Room
February 26, 2019	6:00 p.m.	District Board Room
March 26, 2019	6:00 p.m.	District Board Room
April 16, 2019	6:00 p.m.	District Board Room
May 21, 2019	6:00 p.m.	District Board Room

RIGHTS OF PARENTS OR GUARDIANS OF MINOR PUPILS

Governing Boards of school districts are required to notify parents or guardians of their rights as specified in the Education Code Section. The attached Education Code sections are concerned with these rights.

PUPIL'S RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS

32255

As use in this chapter:

- a) "Animal" means any living organism of the kingdom animalia, beings which typically differ from plants in capacity for spontaneous movement and rapid motor response to stimulation, by a usually greater mobility with some degree of voluntary locomotor ability, by greater irritability commonly mediated through a more or less centralized nervous system, beings which are characterized by a requirement for complex organic nutrients including proteins or their constituents which are usually digested in an internal cavity before assimilation into the body proper, which are distinguished from typical plants by lack of chlorophyll, by an inability to perform photosynthesis, by cells that lack cellulose walls, and by the frequent presence of discrete complex sense organs.
- b) "Alternative education project" includes, but is not limited to, the use of video recordings, models, films, books and computers, which would provide an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. "Alternative education project" also includes "alternative tests."
- c) "Pupil" means a person under 18 years of age who is matriculated in a course of instruction in an educational institution within the scope of Section 32255.5. For the purpose of asserting the pupil's rights and receiving any notice or response pursuant to this chapter, "pupil" also includes the parents of the matriculated minor.

32255.1

- a) Except as otherwise provided in Section 32255.6, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection, upon notification by the school of his or her rights pursuant to Section 32255.4.
- b) If the pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question.
- c) The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project.
- d) The pupil shall not be discriminated against based upon his or her decision to exercise his or her rights pursuant to this chapter.
- e) Pupils choosing an alternative educational project shall pass all examinations of the respective course of study in order to receive credit for that course of study. However, if tests require the harmful or destructive use of animals, a pupil may, similarly seek alternative tests pursuant to this chapter.
- f) A pupil's objection to participating in an educational project pursuant to this section shall be substantiated by a note from his or her parent/guardian.

32255.3

- a) A teacher's decision in determining if a pupil may pursue an alternative educational project or be excused from the project shall not be arbitrary or capricious.
- b) Nothing in this chapter shall prevent any pupil from pursuing the grievance procedures in existing law.

32255.4—Each teacher teaching a course that utilizes live or dead animals or animal parts shall also inform the pupils of their rights pursuant to this chapter.

32255.5—Notwithstanding any provision of law to the contrary, this chapter applies to all levels of instruction in all public schools operating programs from kindergarten through grades 1 to 12, inclusive.

32255.6—Classes and activities, conducted as part of a program in agricultural education that provide instruction on the care, management, and evaluation of domestic animals are exempt from the provisions of this chapter.

REQUIRED NOTIFICATION OF RIGHTS; TIME OF NOTIFICATION

48980

- a) At the beginning of the first semester or quarter of the regular school term, the governing board of each school district shall notify the parent/guardian of its minor pupils regarding the right or responsibility of the parent/guardian under Sections 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, and Chapter 2.3 (commencing with Section 32255) of Part 19 of Division 1 of Title 1.
- b) The notification shall also advise the parent/guardian of the availability of individualized instruction as prescribed by Section 48206.3, and of the program prescribed by Article 9 (commencing with Section 49510) of Chapter 9.
- c) School districts which elect to provide a fingerprinting program pursuant to Article 10 (commencing with Section 32390) of Chapter 3 of Part 19 of Division 1 of Title 1 shall inform parents or guardians of the program as specified in Section 32390.

COOPERATION IN CONTROL OF COMMUNICABLE DISEASES AND IMMUNIZATION OF PUPILS

49403

(a) Anything to the contrary notwithstanding, the governing board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose the board may use any funds, property, and personnel of the district, and may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse acting under the direction of a supervising physician and surgeon as provided in subdivisions (b) and (c), to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such immunizing agent.

ADMINISTRATION OF PRESCRIBED MEDICATION FOR PUPIL

49423

- (a) Notwithstanding Section 49422, any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the school district receives the appropriate written statements identified in subdivision (b).
- (b) (1) In order for a pupil to be assisted by a school nurse or other designated school personnel pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.
- (2) In order for a pupil to carry and self-administer prescription auto-injectable epinephrine pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

PARENT'S REFUSAL TO CONSENT

49451

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

MEDICAL AND HOSPITAL SERVICES FOR PUPILS

49472

The governing board of any school district or districts which does not employ at least five physicians as full-time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular school day of such district or districts or while being transported by the district or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No pupil shall be compelled to accept such service without his/her consent, or if a minor without the consent of his/ her parent/guardian. The cost of the insurance or membership may be paid from the funds of the district or districts, or by the insured

pupil, his/her parent/guardian. Such insurance may be purchased from, or such membership may be taken in by, only such companies or corporations who are authorized to do business in California.

EXCUSE FROM HEALTH INSTRUCTION AND FAMILY LIFE AND SEX EDUCATION DUE TO RELIGIOUS BELIEFS

51240

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent/guardian of any pupil, the pupil, on written request of the parent/guardian, shall be excused from the part of the instruction that conflicts with such religious training and beliefs.

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV / AIDS PREVENTION Education Code Section 51938

The District shall annually notify parents/guardians about instruction in comprehensive sexual health education, HIV/AIDS prevention education and research on student health behaviors planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. Parents/guardians will be notified prior to the commencement of any such instruction as to the date of the instruction, whether the instruction will be taught by District personnel or by outside consultants, the name of the organization or affiliation of any guest speakers, and whether it will be taught in class or during an assembly. A copy of the law pertaining to such instruction is available upon request from the District. Parents/guardians may request in writing that their child not receive comprehensive sexual health education and/or HIV/AIDS prevention education. The law also authorizes the District to use anonymous, voluntary, confidential research and evaluation tools to measure student's health behaviors and risks. This includes tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The District must notify parents/guardians in writing before any such test, questionnaire, or survey is administered and provide parents/guardians with an opportunity to review the test, questionnaire or survey. Parents may request in writing that their child not participate.

GUIDE FOR GRADING (POLICY #6155.1)

CRITERIA FOR GRADES

The teacher will teach the course objectives and the grade will reflect the degree to which the student has mastered them. Course objectives include those found in the course description and others determined by the teacher.

When the student enrolls, the teacher should give, in writing, the course description, major objectives and the criteria the teacher will use to determine grades.

During each quarter the teacher should notify the parent with a progress report if a student is receiving a “D” or an “F” in the course. Information on opportunities for assistance will be included in the progress report.

RANGE OF GRADES

Grades are intended to reflect the student’s mastery of course content standards, objectives, and other objectives found in individual education plans. The attainment of an “A” grade shall be possible for every student in every class.

The range of grades will reflect a student’s mastery of course content standards and objectives as follows:

- A The student has attained excellent mastery of objectives.
- B The student has attained above average mastery of objectives.
- C The student has attained satisfactory mastery of objectives.
- D The student has attained minimal mastery of objectives.
- F The student has not attained minimal mastery of course objectives.
- I (Incomplete) The student has attained only partial mastery of objectives due to extenuating circumstances. A designated grade “A” to “F” must accompany the INC. The student must satisfactorily complete objectives within twenty school days or the incomplete will revert to the designated grade.
- P or NP (Passed or Not Passed) The student assistant/aide will receive a grade of passed or not passed.
- AUD (Audit) A student has not attained minimal mastery of objectives in summer school.
- WD (Withdrawal) A student has withdrawn from summer school for any reason.

The range of grades to compute GPA will be based on a four-point system (A-4.0 to F-0). INC, P, NP, AUD and WD will not be used for GPA. Semester grades are used to compute GPA. Grades issued at the end of six weeks are progress grades only.

CLASSROOM BEHAVIOR

Course objectives should include learning and demonstrating appropriate student behavior. If there are no learning objectives related to student behavior, behavior that interferes with classroom instruction and learning will become a disciplinary matter and will not affect the grade.

PARTICIPATION

1. Regular attendance in classes is an important aspect of the educational process. The student who is absent from class for any reason has missed important instruction and interaction that cannot be gained in any other way.
2. A portion of the grade may be based on the student’s classroom participation. Participation generally includes oral participation, board work, laboratory work, productive use of time, preparedness (bringing materials to class) and interaction (student to student, student to teacher).
3. When classroom participation is to be used as a portion of the grade, the teacher must first inform the student how participation will be graded.
4. Grading of classroom participation may be based solely on the teacher’s observation of student performance.
5. Classroom participation must be recorded if it is to be a component of the final grade.

SUMMER SCHOOL

The range of actual letter marks in summer school will run from “A” to “D”. If a student fails a class, he/she will have AUD (audit) marked on his/her transcript. If he/she withdraws for any reason, he/she will be given a WD (withdrawn) on his/her transcript. In cases where AUD or WD are used, no credits are assigned or given; therefore, the summer school course shall not be used for GPA purposes.

UNEXCUSED ABSENCES

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the District’s policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code Section 49067)

If the absence is not verified as excusable within ten days, it shall be recorded as unverified. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code Section 49067) (cf 5113-Absences and Excuses)

WITHDRAWAL FROM CLASSES

Students may drop courses from their schedules up to the end of the seventeenth day of class in the first semester and up to the end of the fifth day of class in the second semester. After that time, a student will be held responsible for completing the remainder of the course work. A student who drops a course after these deadlines shall receive an F grade on his/her permanent record unless otherwise determined by the principal.

EXAMINATIONS

It is the intent of this regulation to delineate procedures for providing student and parents appropriate, timely feedback on examination performance through review and analysis of problem areas, whether through phone calls, meetings or correspondence. It is also the intent of this regulation to strengthen home to school communication and increase avenues of meaningful parent participation in their student's education.

DISSEMINATION OF EXAMINATION

In promoting parent/student interest, in obtaining examination feedback information, teachers will inform parents of class test return procedures through:

1. Green sheets, and/or
2. Class rules and procedures bulletins.

The above is to be disseminated to each student and/or parent within the first weeks of the start of class. A copy should be retained by the student or parent.

EXAMINATION RETURN PROCEDURE

Teachers recognize the importance of teacher/student/parent review of any and all forms of examinations in a timely manner; therefore examinations shall be:

1. Returned to all students within the guideline of seven school days with the exception of essay exams, in which case additional return time would be necessary.
2. Reviewed as thoroughly as possible in class.
3. Made available for parent/home review and use.
4. Secure exams returned to parents/guardians will require a signature from the parent pledging to protect the confidentiality of the exams.

SECURE EXAMINATIONS THAT MAY BE EXEMPTED

In order to promote maximum information and feedback on examination performance, teachers are encouraged to eliminate after-test security whenever possible.

TYPES OF EXAMS THAT MAY BE EXEMPTED

1. District standardized tests
2. Exams where the test medium is impractical to send home
3. Final examinations
4. State/national achievement tests
5. Unit exams covering multiple chapters and/or concepts

ALTERNATIVES TO RETURNING OF SECURE EXAMS

1. Review of similar test
 2. Return of analysis of problems most frequently missed by students.
 3. Return of only the problems missed
 4. Parent/teacher conference where exam is reviewed but not issued to the parent for home use.
- Teachers are encouraged to use any of the above in providing examination feedback on secure exams.

EXAM RETURN APPEAL PROCESS

In those cases where a parent/teacher conflict arises from test return procedures and/or practices, and where a resolution cannot be reached, the following appeal procedures shall be used:

1. First Level

The first level is a referral to the local school site council for a timely review and resolution. A decision will be reached and communicated to the parties within a guideline of 30 days or as soon as possible.

2. Second Level

If either party is dissatisfied with the resolution at Level 1, he/she may appeal to a district-level panel represented by equal constituencies of school/district staff/students, and parents/guardians. The Associate Superintendent of Educational Services or designee shall facilitate the panel.

MONITOR YOUR STUDENT'S PROGRESS

ANNUAL CHECKLIST

1. Review your student's schedule of classes.
2. Contact teacher(s) and/or counselor regarding any academic or personal concerns.
3. Determine at the end of each semester if there is the need for summer school classes, adult education classes and community college classes which are available to make up units of credit and contact counselor.
4. Keep all school information/report cards in one location at home.
5. Review high school graduation requirements to make sure the correct courses and tests are being taken.
6. Check on attendance. Students who attend school regularly have more success in their classes.
7. Expect a progress report or report card in the mail every six weeks. If there are any D's or F's, contact the teacher.
8. Don't wait to hear from the school. Call teachers directly to check, especially if you have concerns. Keep your address and phone numbers up-to-date at the school in case of an emergency.
9. Help to establish a daily routine for homework. Determine when and where studying will take place.
10. Get to know their friends. Encourage them to study with friends and provide places for them to meet.
11. Encourage students to get involved in school activities - sports, drama, music, clubs, etc.
12. Participate in Back-to-School Night and get to know your student's teachers.

IMPORTANT STEPS

9TH GRADE

- Students should start 4-year plan to ensure they take all the required courses.
- Parents should review student's schedule of classes for the 10th grade.
- **Parents and students should attend the District's College Night scheduled for Monday, September 24, 2018, at Independence High School, 617 North Jackson Ave.**
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if the student has failed any courses explore summer school options. (contact school counselor)
- Parents should check class selections for 10th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC A-G or CSU requirements.

Students should have 60 units at the end of 9th grade.

10TH GRADE

- Students should take the PSAT (Preliminary Scholastic Aptitude Test) in October. This test is highly recommended for students planning to go to college.
- **Parents and students should attend the District's College Night scheduled for Monday, September 24, 2018, at Independence High School, 617 North Jackson Ave.**
- Parents should encourage students to participate in Career Center activities.
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if the student has failed any courses explore summer school options. (contact school counselor)
- Parents should check class selections for 11th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.

Students should have 120 units at the end of 10th grade.

11TH GRADE

- Students should take the PSAT in October, even if they have already taken the test in 10th grade. The 11th grade is the most important year for this test. This test prepares college bound students for the SAT Reasoning Test and ACT which are given in the spring and in their senior year. (Test schedules are on pages 69.)
- Students should utilize computers for college and/or career information.
- Students should begin planning and make appointments with recruiters if they are interested in the military.
- Students should take SAT Subject Tests in math, writing and an additional subject area, such as foreign language, science, English literature or social science if they plan on going to a University of California.
- **Parents and students should attend the District's College Night scheduled for Monday, September 24, 2018, at Independence High School, 617 North Jackson Ave.**
- Students should take the SAT Reasoning Test or ACT, a requirement for most four year colleges or universities.
- Students and parents should explore financial aid procedures and options, the school's career center has valuable information for students.

- Students should begin identifying teachers and community people who can write letters of recommendation for college.
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if your student has failed any courses explore summer school options (contact school counselor).
- Parents should check class selections for 12th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.

Student should have 180 units completed at the end of the 11th grade.

12TH GRADE

- Students should take SAT Reasoning Test (Scholastic Aptitude Test) and/or ACT (American College Test) even if they took it in 11th grade. These tests are required by most 4-year schools for college admission.
- Students should review their credit status for graduation to ensure that they have taken all the necessary courses. Contact a counselor if there are questions or concerns.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.
- Students should participate college visitations/activities and start sending in applications for admission to colleges.
- Students and parents should attend school sponsored financial aid workshops.
- Students should take SAT Subject Tests in math, writing and an additional subject area, such as foreign language, science, English literature or social science if they plan on going to the University of California.
- **Students should attend the District's College Night scheduled for Monday, September 24, 2018, at Independence High School, 617 North Jackson Ave.**
- Students should check the deadline for college applications for admission into University of California and California State Universities; it is usually the end of November.
- Parents and students should check deadlines for submission of Financial Aid forms.
- Students should take advantage of district sponsored visits and orientations for community colleges and colleges.

Students should have a minimum of 220 units completed at the end of the 12th grade.

FORMAL COMPLAINTS FROM THE PUBLIC

(Administrative Regulation #1312.1)

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and or other district procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - A. The full name of each employee involved
 - B. A brief but specific summary of the complaint and the facts surrounding it
 - C. A specific description of any prior attempt to discuss the complaint w/the employee and failure to resolve the matter.
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - A. The full name of each employee involved
 - B. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - C. A copy of the signed original complaint
 - D. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.
12. The decision of the Board shall be final. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

The Board prohibits any form of retaliation against any complainant in the complaint process alleging discrimination, harassment, intimidation or bullying. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

**EAST SIDE UNION HIGH SCHOOL DISTRICT
Formal Public Complaint Against a District Employee**

Date: _____

To: _____
Principal/Immediate Supervisor

Location

From: _____
Name

Address

Phone Number

Name of person(s) against whom this complaint is being filed:

Nature of the complaint:

**This should be a description in your own words of the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your concern. Please feel free to use additional pages, as necessary, to fully describe your concern(s).

I certify that the above information is true and accurate to the best of my knowledge.

Signature of Originator

Signature of Originator

Copies are distributed to: Principal or Immediate Supervisor, Staff Member, Originator

UNIFORM COMPLAINT PROCEDURES (UCP)

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

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

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

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

- Adult Education
- After School Education and Safety
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless or Former Juvenile Court School Students
- Every Student Succeeds Act / No Child Left Behind
- Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3);
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education

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

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

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

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

Name or title: Director of Equity, Diversion & Inclusion
Uniform Complaint Policy (UCP) Administrator
East Side Union High School District
Address: 830 North Capitol Ave
San Jose, CA 95133

A pupil fees complaint is filed with the East Side Union High School District and/or the principal of a school.

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

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with title 5, sections 4680-4687 of the California Code of Regulations and local procedures adopted under section 4621 of the regulations.

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

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

A copy of our UCP compliant policies and procedures is available free of charge.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

SUPPLEMENTAL ADMINISTRATIVE REGULATIONS

A. Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code Section 35186)

1. Textbook and instructional materials:

- a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or State- or District-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to instructional materials to use at home or after school.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage. (cf. 6161.1 - Selection and Evaluation of Instructional Materials) AR 1312.4(b)
- d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment

- a. A semester begins and a certificated teacher is not assigned to teach the class. Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code Section 35186)
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% English learner students in the class. (cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code Section 17592.72)
- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code Section 35292.5.

Clean or maintained restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code Section 35292.5)

Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code Section 35292.5)

B. Filing of Complaint

1. A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint exists. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days. (Education Code Section 35186);

A complaint alleging any deficiency specified in item #4 above shall be filed with a District official designated by the Superintendent. Such complaints may be filed at the District office or at a school site and shall be immediately forwarded to the Superintendent or designee.

2. The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/

she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code Section 35186);

3. Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is required, the responses shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code Section 35186). If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code Section 36186); when Education Code Section 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code Section 35186)
4. For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item (a) above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the District's response (Education Code Section 35186). The complainant shall comply with the appeal requirements of 5 CCR 4632. A copy of the complaint and the District decision needs to be attached.

C. Reports

1. The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code Section 35186)

D. Forms and Notices

1. The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the District's complaint form in order to file a complaint. (Education Code Section 35186) The Superintendent or designee shall ensure that the District's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code Section 35186) The school shall have a complaint form available for such Williams identified complaints. The complainant need not use the Williams complaint form to file a complaint. The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code Section 35186. The complaints and responses shall be available as public records. (Education Code Section 35186(d), 5 CCR 4686)

E. Notice to Parents/Guardians: Complaint Rights

1. Education Code Section 35186 requires that the following notice be posted in each classroom in each school in the District.
 - a. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.
 - b. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
 - c. There shall be no teacher vacancies or misassignments.
 - d. To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school district's or California Department of Education's website.

EAST SIDE UNION HIGH SCHOOL DISTRICT
Uniform Complaint Procedure Form
For Education Code Section 35186 Complaints

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

Response requested:

- Yes
- No

Name (Optional): _____ Mailing Address (Optional): _____

Phone Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

ACCESS TO STUDENT RECORDS

(Education Codes Sections 49063, 49069, 49070, 49075, 49076 and Family Educational Rights and Privacy Act of 1974)

Education Code Sections 49063/49069: Parents Right of Access to Student Records

Parents of currently enrolled or former students have an absolute right of access to any and all pupil records related to their child that are maintained by the District. The District shall grant a parent/guardian request for access to student records no later than five (5) business days following the request. Such records include all registration forms, grades, scholarships, health, guidance, counseling, discipline, and attendance records. The school principal is responsible for maintaining these records. A log or record is maintained in the student's cumulative file which lists all persons or agencies requesting or receiving information from the record, the reasons for requesting the information, the time and circumstances of the inspection, and the records inspected. School personnel are exempt.

Education Code Section 49070: Challenging the Content of Student Records

Following review of a student's records, a parent/guardian may challenge the content of the record by filing a written request with the Superintendent to correct or remove information in the record which the parent/guardian alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside the observer's area of competence; (4) not based on the personal observations of a named person with the time and place of the observations noted; (5) misleading; or is (6) in violation of the privacy or other rights of the pupil.

Within 30 days of receipt of the parent/guardian's request, the Superintendent or designee will meet with the parent/guardian and shall sustain or deny the allegations. If the Superintendent sustains the allegations, the Superintendent shall order the correction or expungement of the records. The parent/guardian may appeal the Superintendent's decision by submitting a written appeal to the Governing Board within thirty (30) days of the Superintendent's decision. The Governing Board's decision shall be final. If the Superintendent or the Governing Board is unfavorable to the parent/guardian, the parent/guardian shall have the right to submit a written statement of his/her objections to the information in the record and this statement shall become part of the student's school record.

Education Code Section 49075: Access to Student Records by Any Person with Written Parental Consent

A school district may permit access to pupil records to any person for whom a parent of the pupil has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. The consent notice shall be permanently kept with the record file.

Education Code Section 49076: Access to Student Records by Persons Without Written Parental Consent or Judicial Order

(a) The district is not authorized to permit access to pupil records to any person without written parental consent or under judicial order except that:

- (1) Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:
 - A. School officials and employees of the District, members of a school attendance review board appointed pursuant to Section 48321, and any volunteer aide, 18 years or older, who has been investigated, selected, and trained by a school attendance review board for the purpose of providing follow-up services to pupils referred to the school attendance review board, provided that the person has a legitimate educational interest to inspect a record. "School officials and employees" are defined as paid employees or elected officials of the East Side Union High School District whose official duties may require access to the file of a particular student. "Legitimate educational interest is determined by the nature of the duties of the person seeking access to student files.
 - B. Officials and employees of other public schools or school systems, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided or where the pupil intends to or is directed to enroll, subject to the right of parents as provided in Section 49068.
 - C.. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, and administrative head of an education agency, state education officials, or their respective designees, or the United States Office of Civil Rights, where the information is necessary to audit or evaluate a state or federally supported education program or pursuant to a Federal or State law, provided that except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of pupils or their parents by other than those officials, and any personally identifiable data shall be destroyed if not needed for the audit, evaluation, and enforcement of federal legal requirements.

- D. Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted before November 19, 1974.
 - E. Parents of a pupil 18 years of age or older who is a dependent as defined in Section 152 of Title 26 of the US Code.
 - F. A pupil 16 years of age or older who has completed the 10th grade who requests access.
 - G. Any district attorney who is participating in or conducting a truancy mediation program pursuant to Section 48263.5, or Section 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
 - H. A prosecuting agency for consideration against a parent/guardian for failure to comply with the Compulsory Education Law or Compulsory Continuation Education.
 - I.
 - (i) A probation officer, district attorney, or counsel of record for a minor for purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation
 - (ii) For purposes of this subparagraph, a probation officer, district attorney, and counsel of record for a minor shall be deemed to be local officials for purposes of Section 99.31(a)(5)(i) of Title 34 of the Code of Federal Regulations.
 - (iii) Pupil records obtained pursuant to this subparagraph shall be subject to the evidentiary rules described in Section 701 of the Welfare and Institutions Code.
 - J. Any judge or probation officer for the purpose of conducting a truancy mediation program for a pupil, or for purposes of presenting evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code. The judge or probation officer shall certify in writing to the school district that the information will be used only for truancy purposes. A school district releasing pupil information to a judge or probation officer pursuant to this paragraph shall inform, or provide written notification to, the parent/guardian of the pupil within 24 hours of the release of the information.
 - K. Any county placing agency for the purpose of fulfilling the requirements of the health and education summary required pursuant to Section 16010 of the Welfare and Institutions Code or for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law and to assist with the school transfer or enrollment of a pupil. School districts, county offices of education, and county placing agencies may develop cooperative agreements to facilitate confidential access to and exchange of pupil information by electronic mail, facsimile, electronic format, or other secure means.
 - L. A pupil 14 years of age or older who meets both of the following criteria:
 - (i) The pupil is a homeless child or youth, as defined in paragraph (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)).
 - (ii) The pupil is an unaccompanied youth, as defined in paragraph (6) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(6)).
 - M. An individual who completes items 1 to 4, inclusive, of the Caregiver's Authorization Affidavit, as provided in Section 6552 of the Family Code, and signs the affidavit for the purpose of enrolling a minor in school.
 - N.
 - (i) An agency caseworker or other representative of a state or local child welfare agency, or tribal organization, as defined in Section 450b of Title 25 of the United States Code, that has legal responsibility, in accordance with state or tribal law, for the care and protection of the pupil shall not otherwise be disclosed by that agency or organization,
 - (ii) The agency or organization specified in clause (i) may disclose pupil records, or the personally identifiable information contained in those records, to an individual or entity engaged in addressing the pupil's educational needs, if the individual or entity is authorized by the agency or organization to receive the disclosure and the information requested is directly related to the assistance provided by that individual or entity. The records, or the personally identifiable information contained in those records, except as provided under the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), state law, including paragraph (3), and tribal law.
 - O. A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a pupil, and a caregiver who has direct responsibility for the care of the pupil, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined in Section 1517 of the Health and Safety Code and Section 16519.5 of the Welfare and Institutions Code, pursuant to Section 49069.3 of this code.
- (2) School districts may release information from pupil records to the following:
- A. Appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other persons.
 - B. Agencies or organizations in connection with the application of a pupil for, or receipt of, financial aid. However, information permitting the personal identification of a pupil or his or her parents may be disclosed only as may be necessary for purposes as to determine the eligibility of the pupil for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
 - C. The county elections official, for the purpose of identifying pupils eligible to register to vote and for conducting programs to offer pupils an opportunity to register to vote. The information, however, shall not be used for any other purpose or given or transferred to any other person or agency.
 - D. Accrediting associations in order to carry out their accreditation functions.
 - E. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing,

validating or administering predictive tests, administering student aid programs, and improving instruction, if the studies are conducted in a manner that will not permit the personal identification of pupils or their parents by persons other than representatives of the organizations and the information will be destroyed when no longer needed for the purpose for which it is obtained.

- F. Officials and employees of private schools or school systems where the pupil is enrolled or intends to enroll, subject to the rights of parents as provided in Section 49068.(3) Persons, agencies or organizations permitted access to pupil records pursuant to this section may not permit access to any information obtained from those records by any other person, persons, agency, or organization, except for allowable exceptions contained within the Federal FERPA Act of 2001 and State law, without the written consent of the pupil's parent. However, this paragraph does not require prior parental consent when information obtained pursuant to this section is shared with other persons within the educational institution, agency, or organization obtaining access, so long as those persons have a legitimate interest in the information.
- G. (i) A contractor or consultant with a legitimate educational interest who has a formal written agreement or contract with the school district regarding the provision of outsourced institutional services or functions by the contractor or consultant (ii) Notwithstanding the authorization in Section 99.31(a)(1)(i)(B) of Title 34 of the Code of Federal Regulations, a disclosure pursuant to this subparagraph shall not be permitted to a volunteer or other party.
- (3) A person, persons, agency, or organization permitted access to pupil records pursuant to this section shall not permit access to any information obtained from those records by another person, persons, agency, or organization, except for allowable exceptions contained within the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) and state law, including this section, and implementing regulations, without the written consent of the pupil's parent. This paragraph shall not require prior parental consent when information obtained pursuant to this section is shared with other persons within the educational institution, agency, or organization obtaining access, so long as those persons have a legitimate educational interest in the information pursuant to Section 99.31(a)(1) of Title 34 of the Code of Federal Regulations.
- (4) Notwithstanding any other law, a school district, including a county office of education or county superintendent of schools, may participate in an interagency data information system that permits access to a computerized database system within and between governmental agencies or school districts as to information or records that are nonprivileged, and where release is authorized as to the requesting agency under state or federal law or regulation, if each of the following requirements is met:
 - A. Each agency and school district shall develop security procedures or devices by which unauthorized personnel cannot access data contained in the system.
 - B. Each agency and school district shall develop procedures or devices to secure privileged or confidential data from unauthorized disclosure
 - C. Each school district shall comply with the access log requirements of Section 49064.
 - D. The right of access granted shall not include the right to add, delete, or alter data without the written permission of the agency holding the data.
 - E. An agency or school district shall not make public or otherwise release information on an individual contained in the database if the information is protected from disclosure or release as to the requesting agency by state or federal law or regulation.
 - (b) The officials and authorities to whom pupil records are disclosed pursuant to subdivision (e) of Section 48902 and subparagraph (I) of paragraph (1) of subdivision (a) shall certify in writing to the disclosing school district that the information shall not be disclosed to another party, except as provided under the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) and state law, without the prior written consent of the parent of the pupil or the person identified as the holder of the pupil's educational rights.
 - (c) (1) A person or party who is not permitted access to pupil records pursuant to subdivision (a) or (b) may request access to pupil records as provided for in paragraph (2).
 - (2) A local educational agency or other person or party who has received pupil records, or information from pupil records, may release the records or information to a person or party identified in paragraph (1) without the consent of the pupil's parent or guardian pursuant to Section 99.31(b) of Title 34 of the Code of Federal Regulations, if the records or information are deidentified, which requires the removal of all personally identifiable information, if the disclosing local educational agency or other person or party has made a reasonable determination that a pupil's identity is not personally identifiable, whether through single or multiple releases, and has taken into account other pertinent reasonably available information.

Education Code Section 49077: Disclosure of Student Information; Compliance With Court Order or Lawfully Issued Subpoena

Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. The school district shall make a reasonable effort to notify the parent or legal guardian and the pupil in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible within the requirements of the order.

Electronic Transfer of Data to State The District is reporting student data electronically to the California Department of Education (CDE) using the California Longitudinal Pupil Achievement Data System (CALPADS). All data maintained by CALPADS is in compliance with Federal and State privacy and confidentiality requirements. The data being transferred is specific to the State

reports and records transfer requirements.

DIRECTORY INFORMATION

The District has designated the following eight items as directory information for students: name; address; participation in school activities and sports; weight and height of members of teams; dates of attendance; degrees and awards received; year in school; and, major field of study. Directory information may be released, on request, to accredited post secondary institutions of higher learning such as public community colleges, public or private universities and colleges, armed services of the United States and the news media provided the parent has not instructed the district, in writing, to withhold such information. Effective July 1, 2002, military recruiters are entitled to access student directory information, such as name, address and phone number. Parents wishing to have directory information withheld should complete the Opt-Out Form and return it to your student's school.

PICTURES

It is the policy of the East Side Union High School District to create student photos/images and written information for ID badges, the student information system and yearbook publications which may be transmitted in print and electronic form for school and school district uses. Throughout the school year, staff of the East Side Union High School District or members of the media may come to our classrooms or to school events in order to photograph students for District publications and displays, website, news stories or similar purposes. If you object to having your child televised, voice recorded, video recorded, or photographed, please sign the Refusal for Photographs, Videos and Other Recordings form in this handbook and return the form to your school office.

INTERNET ACCEPTABLE USE POLICY

The East Side Union High School District is aggressively pursuing placing more computers in classrooms for students to access. Understanding and using technology will be the key for jobs in the 21st century and the District wants to ensure that its students are competitive candidates.

The Information Superhighway can be an incredible resource for students. From school they can travel all over the world to gather information. But as they travel on the electronic highway, maps to find information and rules to keep traveling safe become vital to successfully completing the journey.

The East Side Union High School District Network and the INTERNET represent powerful educational resources that will allow students to find information in this worldwide electronic network. Students can connect to businesses, major universities, national libraries, other schools and other students around the world. The INTERNET is not without its share of controversy. It is important that students and parents have an understanding of INTERNET issues prior to logging on to the network.

At the beginning of each school year, prior to using networking services, students and parents need to sign an Acceptable Use Policy. Just as students learn social codes and behavior that are acceptable at school, they need to learn the correct procedures and rules for using the network of information services. All students are expected to obey the guidelines. **If they break any of these rules, they will not be allowed to continue to use the computer network.** The signed policy agreement becomes the permission slip to take trips on the information highway.

PARENT NOTIFICATION AND OPT-OUT FORM

For Student Health And Wellness Surveys Administered By East Side Union High School District

Your child may be asked to participate in one or more Health Behavior Surveys while attending school in our District. Some of the surveys are listed above. Those are administered on behalf of the State Department of Health Services, the State Department of Education and The National Center for Disease and Control. These are mandatory for all school districts and are very important surveys that help promote better health among our community's youth and combat teen problems such as drug abuse and violence. Please read this form for information about the surveys. If you do not want your child to participate in the surveys, you must notify your school. You may use the form on the opposite page. (California Education Code 51938(b))

The following are facts to help you make your decision:

- Surveys usually take one class period to complete. They gather information on health-risk behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; sexual activity, violence, gang membership, and delinquency. There are no questions about family values or religious beliefs.
- Students are selected randomly by grade level within certain courses of study.
- Students answer the questions they want to answer and they may stop at any time. Before the survey begins, the survey's purpose, content, and procedures will be explained again. They can opt-out.
- Your child's privacy is protected. No names are recorded or attached to the surveys. No information will permit your child to be identified or connected with his/her answers. Survey administrators have signed pledges of confidentiality.
- The Survey results are made available to the schools to share with the staff, students and parents. The school's Student Support Services are available to answer personal questions that may arise. In rare instances, some discomfort might be experienced from some of the questions.
- Read the information on the opposite page on how the survey results are used by the schools and how to obtain more information and view some of the Surveys.

Where to Find Information and Copies of Some of the Surveys Administered:

- You may examine some of the questionnaires in the District's Student Services Office, at your school's Student Support Service Center or at the websites listed below:
- District's web-page www.esuhdsd.org (select "Student Services", then go to "Healthy Kids Report")
- The California Healthy Kids Survey (CHKS) toll free at (888) 841-7536 or www.californiahealthykids.org then select "Surveys and Reports". This survey may be given in our District on an annual basis.
- California Student Survey (given every two years for the state's "snap shot" overview of youth).
- National Center for Disease Control Youth Risk Behavior Survey www.cdc.gov/HealthyYouth/yrebs/index.htm

How Do Schools Benefit? The data received from these surveys provides districts with information to meet several CDE (California Department of Education) requirements for schools to continue to receive Federal and State funding. For example:

- Required LEAP (Local Education Agency Plan) data is aligned with the CHK Survey.
- SDFSCA (Safe and Drug Free Schools Community Act) and TUPE (Tobacco Use Prevention Education) funding requirements are met by the surveys. Survey results are used in annual reports to show progress on goals and performance indicators.
- Federal Coordinated Compliance Reviews data requirements are met by the surveys.
- Distinguished School Applications and many other grant applications are strengthened by use of the survey data.

These surveys and others like the national Youth Risk Behavior Survey provide necessary data to help districts/schools/county health departments assure healthy, safe environments. Research has demonstrated that ensuring that students are safe, drug-free, healthy and resilient is central to improving academic performance and promoting positive youth development.

STUDENT HEALTH AND WELLNESS SURVEY OPT-OUT FORM

This will be kept on file until your son or daughter graduates or moves out of our area. By returning this form,

I DO NOT give permission for my student to participate in any surveys as described above.

_____	_____	_____
Print Name of Parent /Guardian	Signature	Date
_____	_____	_____
Print Student's Name	Grade	School
_____	_____	_____
		Student I.D. #

RETURN TO YOUR HOME SCHOOL BY OCTOBER 1st

MANDATORY HIV / AIDS CURRICULUM

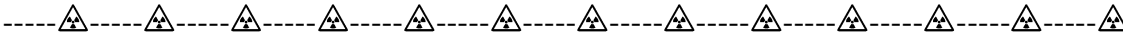
California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California Education Code Section 51933). The District may not pick and choose topics to teach.

HIV/AIDS prevention instruction includes:

- Information on HIV/AIDS and how it affects the body.
- How HIV is and is not spread.
- Discussion of ways to lower the risk of HIV, including:
 - Sexual abstinence and the latest medical information on ways to prevent sexually transmitted HIV infection.
- Discussion of the public health issues related to HIV/AIDS.
- Places for HIV testing and medical care.
- Making good decisions and staying away from risky activities.
- Discussion about society's views on HIV/AIDS, and people with HIV/AIDS.

You can examine instructional materials for this unit of instruction at the main office of your son or daughter's high school. If you have questions, please see the teacher or principal. State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please return the *Lesson Withdrawal Form* that follows this letter to your student's biology course teacher by **December 1**.

The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life.



HIV/AIDS Passive Consent Notification

HIV/AIDS Lesson Withdrawal Form

By returning this form, I **do not give permission** for my child to take part in the HIV/AIDS prevention education unit.

(Please Print) My child's name is: _____

Student ID#: _____ School: _____

Biology teacher's name: _____

Signature: _____ Date: _____

PLEASE RETURN TO YOUR STUDENT'S BIOLOGY COURSE TEACHER BY DECEMBER 1.

EAST SIDE UNION HIGH SCHOOL DISTRICT
College/Career Path Opt Out Form

Federal law requires school districts to provide names, addresses, and telephone numbers of 11th and 12th grade high school students to military recruiters and institutions of higher education that request this information, except where the parent or student opts out by notifying the school in writing that he/she does not consent to release this information. Parents/guardians and students who do not want contact information disclosed to military recruiters and/or institutions of higher education must fill out the opt out form and return it to the student's school by the first Monday in November.

Timeline

August 30th or Before

Parent Handbook Mailed to All Parents/Guardians of
ESUHSD Students

First Monday in November

College/Career Path Opt Out Form Must Be Received at
the Student's School

If you, as a student or parent/guardian, do not want the student's name, address, and telephone listing released to Educational, Career or Armed Forces recruiters, you must sign and return this form to your school's principal no later than the first Monday in November of the calendar year. Your statement of objections will be placed in the student's records, and the school will not release the information to recruiters without your written consent.

DO NOT RELEASE STUDENT'S INFORMATION

PLEASE CHECK THE BOX(ES) OF ALL ENTITIES YOU WISH TO DENY ACCESS TO STUDENT INFORMATION

EDUCATIONAL

CAREER

MILITARY

As a student and/or as the parent/guardian of: _____
(Student's Name)

I do not give permission for _____ to release any
(Name of High School)
information regarding the above named student.

(Student/Parent/Guardian Signature)

(Date)

PLEASE RETURN THIS FORM TO THE STUDENT'S SCHOOL
NO LATER THAN THE FIRST MONDAY IN NOVEMBER.

EAST SIDE UNION HIGH SCHOOL DISTRICT
Grade 11 - Electronic GPA Submission Opt Out Form

Assembly Bill (AB) 2160 requires that public schools electronically submit a grade point average (GPA) to the California Student Aid Commission for all grade 12 pupils each academic year. These GPAs are used to assist students in qualifying for financial aid for post high school education.

Grade 11 parents and students may choose to opt out of the electronic GPA submission, but must do so in writing by April 1st each year. Any opt out forms submitted after this date may not be honored.

If you, as a student or parent/guardian, do not want a GPA submitted electronically to the California Student Aid Commission, please complete the form on the back of this page and submit the entire document to your school's principal no later than April 1st.

Electronic GPA Submission Opt Out Form

Student Name: _____
(Clearly print Student Name)

Student ID#: _____
(Clearly print Student ID#)

As the parent/guardian of the student named above OR as said student, I do not give my permission for the East Side Union High School District to electronically submit a GPA to the CA Student Aid Commission.

(Parent/Guardian or Student Signature)

(Date)

PLEASE RETURN TO SCHOOL SITE BY APRIL 1ST.

EAST SIDE UNION HIGH SCHOOL DISTRICT
Refusal for Photographs, Videos, and Other Recordings

It is the policy of the East Side Union High School District to create student photos/images and written information for ID badges, the student information system and yearbook publications which may be transmitted in print and electronic form for school and school district uses. Throughout the school year, staff of the East Side Union High School District or members of the media may come to our classrooms or to school events in order to photograph students for District publications and displays, web site, news stories or similar purposes. If you **OBJECT** to having your child televised, voice recorded, video recorded, or photographed, please sign below and return this form to your school office.

If you have no objection, you need not return this form.

Student Name _____

School _____

ID Number _____ DOB _____

I do not give my permission to the East Side Union High School to photograph, video, or voice record me/my child and to publish or transmit my/my child's image and recordings to any print or electronic media such as newspapers, television, pod cast and/or web sites. I do not give permission to the East Side Union High School District to include my/my child's name along with my images or recordings. I do not consent to the use of my/my child's name, photograph, video, audio, or other recordings, school work, and interview comments for the educational and promotional purposes of the East Side Union High School District. This refusal includes use of such materials in press releases, newsletters, web sites, computer software, slide shows, and audio/video presentations. My likeness/the likeness of my child may not be reproduced or transformed into an electronic format to which the general public may have access.

Student's Signature _____

Parent's Signature _____
(if student is under 18 years old)

Date _____

PLEASE RETURN THIS FORM TO YOUR SCHOOL'S MAIN OFFICE.

ALTERNATIVE ACADEMIC PROGRAMS

NOTICE OF ALTERNATIVE SCHOOLS

California State law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code Section 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/her desire to learn.
- c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her 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 at each school has 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. (Education Code Section 58501)

INDEPENDENT STUDY OPTION

East Side Union High School District's Independent Study Option, established in 1981, provides contract Independent Study for students who desire a high school education but are not able to attend a traditional high school. The students stay enrolled in their home school. Young parents without child care, full time working students, students with unique physical or educational conditions and others are receiving a quality education through Independent Study.

Services and Curriculum

The teaching staff are responsible for presenting more than 40 Board approved courses. District approved textbooks are used exclusively: advanced math, foreign language, advanced lab sciences, performing arts and physical education. Students have the option to take these courses through the community college system or community based organizations, both public and private.

Student Options and Responsibilities

Independent Study students are subject to the same standards of behavior and are eligible for the same services as the comprehensive students. Many use the high school libraries, participate on interscholastic teams, attend ROP/CCOC, are on work experience, and attend social and cultural events sponsored by the comprehensive school.

Pre-requisites

1. Students need to be referred by their home school.
2. Student must demonstrate a reading level ability of at least 7th grade on a standardized reading test administered during the ISP enrollment process.

INDIVIDUALIZED HOME AND HOSPITAL INSTRUCTION

A student who is temporarily disabled and will be unable to attend school for a period in excess of two weeks may receive individualized instruction at home up to one hour per school day. Please call the school for a full description of the program and criteria for receiving such instruction. A student who is placed in a hospital or other residential health facility will be provided educational services by the school district in whose attendance area the facility is located. Parents are responsible for notifying the appropriate school district of the need for such educational services. (Education Code Section 48206.3)

SILICON VALLEY CAREER TECHNICAL EDUCATION (SVCTE)

www.siliconvalleycte.org

Overview

Students have the opportunity to attend Silicon Valley Career Technical Education (SVCTE) when they are in their junior and senior years. SVCTE is an extensive, proactive career training facility that offers students a chance to explore more than 50 specialty areas from eleven major career occupations while receiving high school and college credits. SVCTE's campus is located on 26 acres in south San Jose at 760 Hillsdale Avenue.

Students pay no fees while attending SVCTE. Students are bussed from their home high school daily to SVCTE for instruction. Students can select either morning classes or afternoon classes, depending on their home school schedule. Students successfully completing one year at SVCTE receive a minimum of 30 elective units that go towards graduation requirements. In addition, articulation agreements are in effect between SVCTE and the following community colleges, Evergreen Valley, San Jose City, West Valley, De Anza and Mission. Students are able to attain advanced standing or college credits for their SVCTE courses if they complete two semesters in the SVCTE program with a grade of "B" or better.

SVCTE is currently offering classes in Automotive Technology, Business information Systems, Communication Arts, Construction Technology, Cosmetology, Electronic Technology, Industrial Technology, Mechanical Maintenance, Hospitality, Health and Community Services. A list of A-G approved courses are listed below:

2018-2019 SVCTE COURSE	UC A-G DESIGNATION
Animation	F
Construction Technology	C
Cybersecurity	G
Dental Assisting	G
Fashion Design & Textile Art	F
Film & Video Production	F
Fire Science/first Responder	D
Forensic Science	D
Heating, Ventilation & Air Conditioning (HVAC)	C
Law Enforcement	G
Mechatronics Engineering	D
Medical Assisting	G
Medical Science/Health Careers	G & D
Metals Technology	G & C
Mobile App Design and Computer Coding	G
Sports Medicine and Kinesiology	D
Truck Mechanics	D
Veterinary Science	D



EAST SIDE UNION HIGH SCHOOL DISTRICT

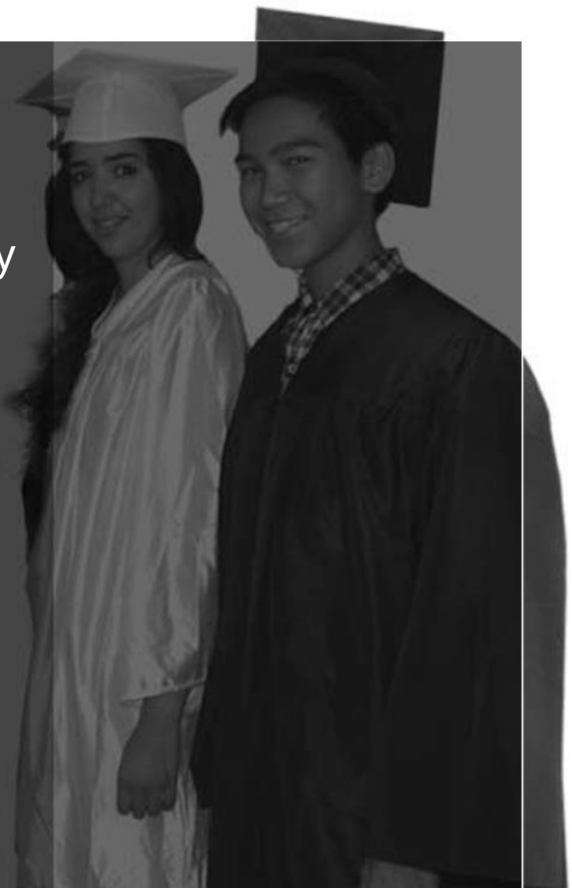
A-G and Graduation Requirements

The Subject Requirement, more commonly referred to as the “A-G” subject requirements, is one of three requirements needed to enter UC as a freshman. Specifically, students must complete a pattern of 15 college-preparatory courses drawn from the areas of History/Social Science, English, Math, Lab Science, a language other than English, the Visual and Performing Arts and the college-preparatory elective.

Making our schools the most student-centered and innovative academic, athletic, cultural and career-preparatory centers of learning in our community

The Board and staff of East Side Union High School District are committed to improving our schools, helping teachers change the way they teach, and helping students change how they learn and demonstrate their learning. We are committed to giving our students the tools and skills to thrive in the global economy and to be life-long learners who can successfully adapt—and contribute—to society’s changes.

The Board of Trustees have ratified a new Strategic Plan, requiring that every student graduates prepared for college and career, empowered with the tools to thrive in a global society.



A-G Requirements: Taking steps to close the opportunity gap with access to higher-level course work

In November 2010, the East Side Union High School District Board of Trustees approved a measure to make the A-G sequence of courses for UC/CSU admission the default curriculum for all students

District Accountability & Goals:

1. Improve graduation rates
2. Decrease dropout rates
3. Improve A-G completion rates
4. Develop College & Career Readiness Indicators (5Cs) Critical Thinking, Communication, Collaboration, Creativity, and Civic Engagement
5. Decrease the Achievement Gaps as defined in 1-3 and other indicators, such as suspension and expulsion rates

Alignment with A-G

The UC system labels each subject area or requirement with a letter to easily identify the different course requirements. The chart below shows how the ESUHSD Graduation Requirements align with the A-G requirements.

	ESUHSD Requirements	A-G Requirements
A Social Science	30 Credits	20 Credits
B English	40 Credits	40 Credits
C Mathematics	20 Credits	30 Credits (40 Recommended)
D Lab Sciences	20 Credits	20 Credits (30 Recommended)
E World Language	10 Credits of either World Language or Visual/Performing Arts	20 Credits (30 Recommended)
F Visual and Performing Arts	10 Credits	10 Credits
G Electives	80 Credits	10 Credits
Physical Education	20 Credits	

Each semester of a course with a passing grade is worth 5 credits.

Students who complete the ESUHSD graduation requirements with a “C” or better in Social Science satisfy both the “A” and “G” requirements for UC.

There are variations between UC and CSU A-G Requirements. Students should consult with their counselor about the specific colleges they wish to attend.

Board Resolution

For the 2013-2014 school year and beyond, the default placement for all 9th and 10th graders will be a College (A-G) and/or career-preparatory curriculum. Both Individual Education Plan (IEP) and the EL Master Plan will continue to be honored for student placement and success.

Passing Grades

For a course to be counted towards the A-G requirements, UC and CSU require that students earn a grade of C or higher.

Eligibility for College

Parents and students should be aware that completion of the A-G requirements does not guarantee admission to a university. A student’s grade point average and test scores will also be considered. In order to be competitive, students should plan to take higher levels of courses that exceed the A-G requirements. Students should consult their counselor for guidance in this area.

A-G Eligible Courses

This is a sample list of some of the A-G courses that are commonly offered at ESUHSD high schools. Complete A-G course lists for each school are available at <https://doorways.ucop.edu/list>

<p>A (2 years)</p> <p>World History AP World History US History AP US History Government AP Government</p>	<p>B (4 years)</p> <p>Language Arts 3 English 1/1A English 2/2A English 3 English 4 AP English Literature AP English Language Genres of Composition Expository Reading and Writing</p>	<p>C (3 years)</p> <p>Algebra 1 CCSS Math 1 Geometry CCSS Math 2 Algebra 2 CCSS Math 3 Math Analysis AP Calculus AB AP Calculus BC AP Statistics</p>
<p>D (2 years)</p> <p>Biology AP Biology Chemistry AP Chemistry Physics AP Physics Forensic Science Physiology AP Environmental Science</p>	<p>E (2 years)</p> <p>French I-III AP French Language Spanish I-III AP Spanish Language AP Spanish Literature Spanish for Heritage Speakers American Sign Language I-III Vietnamese for Vietnamese Speakers Chinese for Heritage Speakers German Japanese</p>	<p>F (1 year)</p> <p>Band I-IV Art 1 Choir Photography Multimedia Music Appreciation Guitar Piano Drama AP Art History AP Studio Art</p>
<p>G Due to the wide variety of elective courses and the varying range of their availability, please check the A-G course list for specific schools at https://doorways.ucop.edu/list.</p>		

Four-Year Course Planner

Below is a sample course schedule for an ESUHSD student who wishes to fulfill the A-G Requirements. Please note that many courses can be taken as Advanced Placement (AP) courses, and will also fulfill A-G Requirements.

9th GRADE	10th GRADE	11th GRADE	12th GRADE
<p>B English 1/1A C CCSS Math 1 D Biology E World Language 1 F/G Art or Elective Physical Education</p>	<p>A World History B English 2/2A C CCSS Math 2 D Chemistry E World Language 2 Physical Education</p>	<p>A US History B English 3 or AP C CCSS Math 3 D Physics E World Language 3 F/G Art or Elective</p>	<p>A/G Government/Econ B English 4 or AP C AP Calculus D AP Science E/F/G AP Language F/G Art or Elective</p>

Guidance Plan

East Side Union High School District

Counseling Department

Mission: To guide and support all students to realize their college and career potential.

Vision: Counselors provide high quality comprehensive services and advocate for all students to achieve their greatest level of academic, social, career, and personal success by supporting all students to realize their potential.

Goal: Each student will complete a comprehensive college/career plan (the four-year plan), developed and revised in collaboration with a guidance counselor.

Academic Guidance	Career Guidance & Exploration
<ul style="list-style-type: none"> ● work with students to develop a comprehensive four-year plan that will be reviewed and updated annually ● meet with students a minimum of two times a year to develop a personal relationship with each counselee focused around post high school plans ● evaluate students' "a-g" courses to determine college eligibility ● support college readiness through proactive guidance strategies ● monitor graduation progress regularly 	<ul style="list-style-type: none"> ● utilize Naviance and other technologies to help students explore college/career pathways by matching interests and personality type ● provide information concerning vocational and career training through SVCTE, our magnets and other programs ● provide opportunities for college/career representatives to present information to students
Personal/Individual Guidance	Support Services
<ul style="list-style-type: none"> ● collect data to develop targeted interventions ● provide interventions for at risk student populations ● provide access to students needing credit recovery options (ie. summer school, adult ed, Cyber High, etc) ● support students with college enrichment options 	<ul style="list-style-type: none"> ● communicate student graduation/"a-g" status to parents and students each year ● collaborate with outside agencies as appropriate to meet student needs ● facilitate access to support services to meet a student's needs, including collaboration with other service providers (ie. case managers, social workers, continuation/alternative school staff, Student Success Team referrals.)

Guidance Plan

East Side Union High School District Counseling Department

Grade Level	Focus and Guidance Activities	Outcome
Ninth Grade	<p><u>Personal Exploration</u></p> <ul style="list-style-type: none"> ● Help with transition to high school ● Complete “Do What You Are” Personality Assessment in Naviance <ul style="list-style-type: none"> ○ College Exploration ○ Career Exploration ● Develop four-year plans in Naviance <ul style="list-style-type: none"> ○ Graduation Requirements ○ A-G College Admission Requirements ● Review graduation status 	Students will understand the ESUHSD graduation requirements with the goal of earning 60 credits per year. Students will begin to explore college/career interests in Naviance and develop four-year plan(s).
Tenth Grade	<p><u>Academic Exploration</u></p> <ul style="list-style-type: none"> ● Develop Personal and Academic Goals ● Continue College and Career Exploration with the Naviance “Career Key” Assessment ● Revisit and update four-year plan ● Take district sponsored PSAT ● Review graduation status 	Students will evaluate their progress and create an action plan in “My Planner” to meet their personal and academic goals.
Eleventh Grade	<p><u>Refinement of Career/College Goals</u></p> <ul style="list-style-type: none"> ● Use Naviance to: <ul style="list-style-type: none"> ○ Complete the “Career Interest Profiler” ○ Select and save prospective colleges to “Colleges I’m Thinking About” ○ Select potential majors or courses of study and save them to “Favorite Careers and Clusters” ● Revisit and update four-year plan ● Prepare and register for PSAT, SAT and/or ACT ● Evaluate A-G readiness ● Review graduation status 	Students will solidify their college and/or career plans and delineate the necessary steps to reach their goals by adding them to “My Planner”.
Twelfth Grade	<p><u>Post High School Planning</u></p> <ul style="list-style-type: none"> ● Confirm graduation status and plan accordingly ● Finalize college/career direction and complete steps to enroll in post-secondary program(s) ● Utilize Naviance to facilitate college applications and to track progress. ● Identify and use appropriate resources in the career/college search. ● Submit financial aid application (FAFSA/Dream Act) 	<p>Students will clearly articulate their post-graduation plan.</p> <p>Students will complete Graduation Survey in Naviance.</p>

Graduation and Promotion Waiver (EC 51225.1)

A foster youth, homeless student, or a former juvenile court school student who transfers into the District any time after completing their second year of high school shall be required to complete all graduation requirements specified by the state Legislature in Education Code section 51225.3, but shall be exempt from any additional District-adopted local graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of their fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether they qualify for it. Additionally, such a student may, if he or she wishes, stay in high school for a fifth year in order to complete any District-adopted local graduation requirements.

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP system is based on the state's California Common Core State Standards (CA CCSS) for English Language Arts (ELA) and mathematics, adopted by the State Board of Education in 2010. The primary goal of this statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. All eleventh grade students take these exams. For our severely disabled students, an alternative exam, the CAA, is available. In 2017-18, the new California Science Test (CAST), was field-tested with mostly tenth grade students and a small number of twelfth grade students. The CAST will be fully operational in 2018-19. The grade level for the CAST operational test is yet to be determined.

ESUHSD teachers and schools support students to do well on the tests and help them learn test-taking skills that will enable them to be successful throughout their school career and beyond. The 11th grade CAASPP assessments are part of the California State University (CSU) Early Assessment Program (EAP) and count as a college placement test for English and Math at the CSUs. Students who score a 4 on the Math and English 11th grade CAASPP tests are considered "college ready" and may enter directly into college level Math and English upon college admission to a CSU. Many other universities and junior colleges also accept EAP scores as evidence of college readiness. California Education Code states that parents/guardians can submit a written request to the principal of their student's school if they do not wish to have their student take any or all parts of the state's CAASPP tests. We encourage parents to contact their child's teacher or principal with any concerns they may have about the tests before they request that their student be excluded from taking the test(s).

Additional State Testing

- All 9th graders take the Physical Fitness test in early spring, which assesses student physical wellness. Students not passing the Physical Fitness test in the 9th grade must take physical education (Ed. Code) in the 10th grade and retake the Physical Fitness test.
- In the spring of 2018, a new test, the English Language Proficiency Assessments for California (ELPAC) will be given to all ELL students. The spring administration of the ELPAC will replace the CELDT as the English Language Proficiency Assessment.

District Measurement of Student Growth

The District uses the following instruments to measure student growth:

English Reading Test – All students in entry level English classes take the Degrees of Reading Power (DRP) test in the fall and spring. Results allow teachers to focus their instruction on the skills needed for a student to improve his or her level of academic achievement. A comparison of the fall and spring scores determines whether the student is making progress. Results also help target students for intensive reading instruction

Benchmark Assessments – Common District benchmark assessments currently are given in ELD levels 1, 2, and 3. With the development and implementation of new standards, all other content areas are developing new assessments in order to provide information on student progress district wide, assist in course alignment, and monitor the progress of students based on district curriculum.

Intervention Progress Monitoring – The District offers several programs at each school which help to support and accelerate the learning of students who experience difficulties performing at expected grade level standards. These programs have assessments included within the curriculum which target areas of needed instruction and monitor the student growth on a regular basis.

COLLEGE TEST DATES

PSAT - Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test

(<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>)

This test will be given October 10, 2018, free of charge to all sophomores. Juniors may also take the test for a fee, or they may apply for a fee waiver. The PSAT gives students a preview of the types of questions that will appear on the Scholastic Aptitude Test (SAT). 11th grade scores from this test are used to determine candidates for the National Merit Scholarships.

PSAT 8/9

This test will be given free of charge to all freshmen. This test is specifically for showing students whether they're on track for college and where they need the most improvement before they take the SAT.

SAT Reasoning Test (Scholastic Aptitude Test) (<https://collegereadiness.collegeboard.org/sat>)

All universities in the United States accept SAT scores as part of the college admission process. The SAT tests students' knowledge and skills in the areas that are necessary for college success: reading, writing, and mathematics. Students are encouraged to take the SAT in their junior and senior year. The SAT is given several times a year. The schedule for 2018-19 is listed below.

<i>National Test Dates</i>	<i>Test</i>	<i>Registration Deadline</i>
October 6, 2018	SAT & Subject Tests	September 7, 2018
November 3, 2018	SAT & Subject Tests	October 5, 2018
December 1, 2018	SAT & Subject Tests	November 2, 2018
March 9, 2019	SAT only	February 8, 2019
May 4, 2019	SAT & Subject Tests	April 5, 2019
June 1, 2019	SAT & Subject Tests	May 3, 2019

NOTES:

- Sunday administrations usually occur the day after each Saturday test date for students who cannot test on Saturday due to religious observance. Exception: Sunday testing for the October 3, 2020 SAT will be held October 18, 2020.
- While all universities in the United States accept SAT scores, different universities may require additional test scores, such as the SAT Essay or the SAT Subject Tests (see below). Please make sure to check with any university your student is interested in attending for their exact exam requirements.

SAT Subject Tests

The SAT Subject Tests are subject specific, one hour tests. Many universities use these tests to determine subject mastery and placement. Again, please make sure to check with any university your student is interested in attending for their exact exam requirements.

- Students can take up to three SAT Subject Tests on a single test date.
- Students cannot take the SAT Subject Tests and the SAT on the same test date.
- The Language Tests with Listening are offered in November only
- The schedule for 2018-19 SAT Subject Tests can be found at:
<https://collegereadiness.collegeboard.org/sat-subject-tests/register/test-dates-deadlines>

ACT Assessment (<http://www.act.org>)

The ACT is accepted by all universities in the United States as part of the college admissions process. The ACT contains multiple-choice tests in four areas: English, mathematics, reading and science. While all universities in the United States accept ACT scores, different universities may require additional test scores, such as the ACT Writing Test. Please make sure to check with any university your student is interested in attending for their exact exam requirements.

<i>Test Dates</i>	<i>Registration Deadline</i>
September 8, 2018	August 10, 2018
October 27, 2018	September 28, 2018
December 8, 2018	November 2, 2018
February 9, 2019	January 11, 2019
April 13, 2019	March 8, 2019
June 8, 2019	May 3, 2019

Advanced Placement Exam Schedule (<https://apcentral.collegeboard.org>)

Week 1	Morning Session (8:00am)	Afternoon Session (12:00pm)
May 6, 2019	US Govt and Politics	Chinese Language & Culture Environmental Science
May 7, 2019	Seminar Spanish Language & Culture	Japanese Language & Culture Physics 1: Algebra-Based
May 8, 2019	English Literature & Composition	European History French Language & Culture
May 9, 2019	Chemistry Spanish Literature & Culture	German Language & Culture Psychology
May 10, 2019	US History	Computer Science Principles Physics 2: Algebra Based
Week 2	Morning Session (8:00am)	Afternoon Session (12:00pm)
May 13, 2019	Biology	Physics C:Mechanics Physics C: Electricity & Magnetism*
May 14, 2019	Calculus AB Calculus BC	Art History Human Geography
May 15, 2019	English Language & Composition	Italian Language & Culture Macroeconomics
May 16, 2019	Comparative Government & Politics World History	Statistics
May 17, 2019	Microeconomics Music Theory	Computer Science A Latin

***Test will be given at 2pm**

TESTING FEES

Financial assistance is available to eligible economically disadvantaged youth to assist with Advanced Placement or International Baccalaureate exam fees. (EC 48980(k) and 52244). Please see your school counselor for more information.

CALIFORNIA COLLEGE DIRECTORY

Check the following websites or call the numbers listed below for college requirements:

University of California: <http://www.ucop.edu/pathways/> California State Universities: <http://www.csumentor.edu/>

Community Colleges: <http://www.cccco.edu/>

University of California Campuses

U.C. Berkeley

- Admissions Office-110 Sproul Hall #5800, University of California, Berkeley 94720; (510) 642-3175

U.C. Davis

- Admissions Office-One Shields Ave #1960, University of California, Davis 95616; (530)752-2971

U.C. Irvine

- Admissions Office-260 Aldrich Hall, University of California, Irvine 92697; (949)824-6703

U.C. Los Angeles

- Admissions Office-1147 Murphy Hall, University of California, Los Angeles 90024; (310)825-3101

U.C. Riverside

- Admissions Office-3106 Student Services Building, University of California, Riverside 92521; (951)827-3411

U.C. San Diego

- Admissions Advising, UC San Diego, 9500 Gilman Drive, MC 0021 La Jolla 92093; (858)534-4831

U.C. Santa Barbara

- Admissions Office-1210 Cheadle Hall, University of California, Santa Barbara 93106; (805)893-2881

U.C. Santa Cruz

- Admissions Office-1156 High Street, University of California, Santa Cruz 95064; (831)459-4008

California State University Campuses

Semester Term Campuses

- California State University at Chico, 400 W. First Street, Chico 95929; (916) 898-6321
- California State University at Dominguez Hills, 1000 East Victoria St., Carson 90747; (213) 516-3696
- California State University at Fresno, Shaw and Cedar Avenues, Fresno 93740; (209) 278-2261
- California State University at Fullerton, 801 North State College Blvd., Fullerton 92634; (714) 773-2300
- Humboldt State University at Arcata, Arcata 95521; (707) 826-4402
- California State University at Long Beach, 1250 Bellflower Blvd., Long Beach 90840; (213) 985-5471
- California State University at Monterey, 100 Campus Center, Seaside 93955; (408) 393-3330
- California State University at Northridge, 18111 Nordhoff Street, Northridge 91330; (818) 885-3700
- California State University at Sacramento, 6000 J Street, Sacramento 95819; (916) 278-6111
- San Diego State University, 5500 Campanile Drive, San Diego 92182; (619) 594-6871
- San Francisco State University, 1600 Holloway Avenue, San Francisco 94132; (415) 338-1111
- San Jose State University, One Washington Square, San Jose 95192; (408) 924-2000
- California State University at San Marcos, 800 West Los Vallecitos Blvd., San Marcos 92069; (619) 471-4102
- Sonoma State University, 1801 East Cotati Avenue, Rohnert Park 94928; (707) 664-2778
- California State University at Stanislaus, 801 W. Monte Vista Avenue, Turlock 95380; (209) 667-3151
- California Polytechnic State University, San Luis Obispo 93407; (805) 756-2311
- California State University at Bakersfield, 9001 Stockdale Hwy., Bakersfield 93311; (805) 6643036
- California State University at East Bay, 25800 Carlos Bee Blvd., 94542; (510) 881-3811
- California State University at Los Angeles, 5151 State Univ. Dr., Los Angeles 90032; (213) 343-3901
- California State Polytechnic University, Pomona, 3801 W. Temple Ave., Pomona 91768; (714) 869-2000
- California State University at San Bernardino, 5500 State College Pkwy., San Bernardino 92407; (714) 880-5200

Local Community College Campuses

- DeAnza College-Admissions Office, 21250 Stevens Creek Blvd., Cupertino 95014; (408) 864-5678
- Evergreen Valley College-Admissions Office, 3095 Yerba Buena Road, San Jose 95135; (408) 274-7900
- Foothill College-Admissions Office, 12345 El Monte Road, Los Altos Hills 94022; (415) 949-7777
- Mission College-Admissions Office, 3000 Mission College Blvd., Santa Clara 95054; (408) 988-2200
- Ohlone College-Admissions Office, 43600 Mission Blvd., Fremont 94539; (510) 659-6000

HEALTH AND HAZARDOUS MATERIALS

Asbestos Surveillance and Re-inspection Notification

NOTICE DATE: August, 2018

In compliance with Title 40 CFR Part 763, Subpart E (Asbestos Hazard Emergency Response Act: AHERA), the District provides notification of the AHERA Management Plan. This Management Plan contains information regarding inspections, reinspections, response actions and postresponse action activities, including periodic re-inspections and surveillance activities that are planned or in progress.

Copies of the AHERA Management Plan for schools in the East Side Union High School District are available for review at the Facilities Department, 830 N. Capitol Avenue, San Jose, CA 95133. East Side Union High School District is committed to maintaining a safe, hazardfree environment for its school community.

If you have questions, please contact the Facilities Department at facilities@esuhsd.org, or call 408.347.5100.

SCIENCE DEPARTMENT POLICY REGARDING CHEMICAL USE

Approved chemicals are routinely used in conducting experiments in science classes. If your child has a history or reaction to any chemical or substance, please advise the teacher at once; an alternative assignment will be provided.

HEALTHY SCHOOLS ACT (AB 2260) NOTICE TO PARENTS

In compliance with the Healthy Schools Act (AB 2260) and Education Code 48980.3, the following information is being provided. In order to control pests (such as ants, fleas, and stinging wasps) and weeds in the school environment, pesticides and herbicides are used on an as needed basis. Except in emergency situations, warning signs will be posted when herbicides or pesticides are used. The warning signs will be posted 24 hours prior to application and will remain up for 72 hours after the application. Parents will be notified annually of the anticipated chemicals that may be used. The following is a list of the anticipated or expected pesticides and herbicides that may be used at school sites.

Product Name	Primary Active Ingredient	Expected Use
Ant Bait Stations	Fipronil	Insecticide
Ant Gel	Fipronil	Insecticide
Cy-Kick CS	Cyfluthrin	Insecticide
Deltagard Granules	Deltamethrin	Insecticide
Gentrol	Hydropine	Insecticide
Airgas Products	CO2	Gopher Control
Harmonix	Pyrethrino	Insecticide
Monitor Boards	Sticky-Boards no chemical	Insect Traps
Phantom	Chlofenapyr	Insecticide
Raid Concentrated Deep Reach Fogger	Cypermethrin	Insecticide
Ranger Pro	Glyphosate	Herbicide
Roach Gel / Stations	Fipronil	Insecticide
Surflan	Oryzalin	Herbicide
Suspend Plyzone	Deltamethrin	Insecticide
Suspend SC	Delatamethrin	Insecticide
Talstar	Biferthrin	Insecticide
Tengard	Permethrin	Insecticide
Termidor	Fipronil	Insecticide
Wrap-Freez	D-trans Allethrin, Phenothrin	Spectraside

The complete SDS (Safety Data Sheets) containing information for each chemical may be obtained from the Facilities Department at 408.347.5100. For additional information on these pesticides and pesticide use reduction, go to the Department of Pesticide Regulation's website: <http://www.cdpr.ca.gov>.

You may request prior notification of individual pesticide applications at the school sites before they occur. To request prior notification, submit your name, address, telephone, email address, and school site of interest to facilities@esuhsd.org, or Facilities Department, 830 N. Capitol Avenue, San Jose, CA 95133.

SAFE SCHOOLS AND DISCIPLINE

Emergencies

All staff and students are trained in appropriate responses to fires, earthquakes and lockdown situations. Multiple drills are held each year.

- During a lockdown **DO NOT GO TO THE SCHOOL SITE**. Parents WILL NOT be allowed to pick up students. It is possible that by going to the school site the parent would place themselves and others in danger.
- Parents cannot and will not be allowed on campus during a lockdown or shelter in place (Code Red/Code Blue) situation.

The automatic phone system will call students' homes to inform their families about the current situation, what time students will be dismissed, etc.

Parents should stay at home and monitor the situation through phone and internet contact. During a Lockdown (Code Red) or a Shelter in Place (Code Blue) your child is safely locked in a classroom, away from any danger on campus.

STUDENT/SCHOOL CODE OF CONDUCT

Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The District's Discipline Foundation Policy is as follows: School-Wide Positive Behavior Intervention and Support establishes a framework based on administrative leadership and team-based implementation, where behavioral expectations are defined, taught, monitored, reinforced and corrected.. The East Side Union High School District is committed to creating a climate on each campus where every student feels safe and welcome.

Guiding Principles for Everyone in the School

1. Be Respectful
2. Be Responsible
3. Be Appreciative of Differences
4. Be Honest
5. Be Safe
6. Be a Life-Long Learner

ESUHSD graduates are:

1. Communicators
2. Critical Thinkers/Problem Solvers
3. Collaborators
4. Creators
5. Community Members
6. Powered with a Plan

Remember that you matter. Your ideas, thoughts and opinions are important and have value. School pride includes:

- Treating others with respect
- Finding peaceful solutions
- Listening to each other
- Being drug free
- Keeping the school clean and beautiful
- Having healthy friendships
- Producing your own work
- Maintaining honesty and integrity
- Showing empathy and compassion
- Respecting others' rights
- Appreciating differences in others
- Respecting the property of others
- Engaging in safe activities

STUDENT SEARCHES

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances, including:

1. Searches Based on Reasonable Suspicion

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

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

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

STUDENTS' PERSONAL PROPERTY

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players, and computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The District is not responsible for lost or stolen items (including those in lockers).

STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION

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

Parents of school-aged children who suspect their child may have a disability and who may need special education services should contact the administrator of their neighborhood public school. Parents of non-enrolled preschool-aged children who suspect their child may have a disability and may be eligible for special education services should contact the South East Consortium for Special Education at: (408) 223-3771.

Further information concerning special education programs and services is provided in the District's publication, A Parent's Guide to Special Education Services, (Including Procedural Rights and Safeguards), is available at every District school and on the District's website at: <http://www.esuhd.org/Students--Parents/Instruction/Special-ServicesParents-Rights/index.html>. Assistance related to special education issues is available from your school administrator or the South East Consortium for Special Education at: (408) 223-3771.

STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The District will promptly investigate any complaints of disability-based discrimination, harassment, intimidation and/or bullying, and take reasonable actions to stop future incidents.

The District has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The District is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any District decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For further information about filing an appeal or complaint, please follow the Uniform Complaint Procedures.

STUDENTS WITH TEMPORARY DISABILITIES

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

SUSPENSION AND EXPULSION

California Education Code Section 48925 (d) defines suspension as removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended for no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel. In ESUHSD, the Student Services Department is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled, therefore, not be allowed to attend any ESUHSD school or program during the term of expulsion. Alternatively, students may be expelled and the enforcement of the expulsion may be suspended, pursuant to Education Code Section 48917, in which case, the expelled student could be assigned to another ESUHSD school or program during the term of the expulsion. The length of an expulsion may be for up to two semesters or one calendar year, depending on the violation and/or the student's social adjustment background.

A. Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occur at any time, including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or while going to, or coming from, a school-sponsored event.

A teacher may suspend a student from class for any of the acts enumerated in E.C. Section 48900. (See Grounds for Suspension/Expulsion in section C below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her administrative designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present.

B. Other Means of Correction (E.C. 48900.5)

Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access pursuant to E.C. Section 49069. Other means of correction can be found in the document titled "District's Uniform Behavior Responses" at the end of this section.

C. Grounds for Suspension/Expulsion (E.C. 48900 et. seq.)

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the 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 any 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 any 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 then either sold, delivered, or otherwise furnished to any 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) Stolen or attempted to steal school property or private property.
 - (h) Possessed or used tobacco, or any 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 use or possession by a pupil of his or her 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 any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - (k) Disrupted school (-wide) activities or otherwise defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties (suspension only).
 - (l) Knowingly received stolen school property or private property.
 - (m) Possessed an imitation firearm.
 - (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
 - (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - (q) Engaged in, or attempted to engage in, hazing.
 - (r) Engaged in an act of bullying, including, but not limited to, communications made in writing or by means of an electronic act directed towards one or more pupils.
 - (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- 48900.2 Committed sexual harassment (Grade 4-12).
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Grade 4-12)
- 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grade 4-12).
- 48900.7 Made terroristic threats against school officials or school property, or both.

D. Circumstances for Recommending Expulsion (E.C. 48915)

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds; unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (a) Causing serious physical injury to another person, except in self-defense.
- (b) Possession of any knife or other dangerous object of no reasonable use to the student.
- (c) Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- (d) Robbery or extortion
- (e) Assault or battery upon any school employee.

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (a) Possessing, selling, or furnishing a firearm.
- (b) Brandishing a knife at another person.
- (c) Unlawfully selling a controlled substance.
- (d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- (e) Possession of an explosive.

E. Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the IEP process and implemented throughout the timeframe of the IEP. The education of children with disabilities can be made more effective through the use of positive behavioral interventions and supports to address the learning and behavioral needs of these children. Students with disabilities who exhibit behavioral challenges must receive timely positive supports and interventions and appropriate assessments in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.). When behavioral interventions, supports, and other strategies are used, they must be used in consideration of the student's physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and ensure a student's right to placement in the least restrictive educational environment. It is the responsibility of the IEP team

to determine student needs based on assessment, and to generate meaningful goals and appropriate instructional and behavioral supports and services.

F. Suspension and Expulsion of Students with Disabilities For students with disabilities, the law requires additional procedures and considerations:

Suspension:

Special Education: When a student who receives special education services is suspended, school staff must determine if an IEP meeting is needed to create a BSP or to review and modify an existing BSP to organize more targeted behavioral instruction and intervention to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an IEP team meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services. The student cannot be suspended for more than 10 days in a school year. If the student has been suspended two times, or the total days of suspension accumulate to 5, 8, or 10 school days, an IEP meeting must be convened to determine appropriate services/placement.

Section 504: A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination Meeting to review and, if appropriate, modify the current Section 504 Plan, including developing a “Section 504 Behavior Support Plan.”

Expulsion:

Special Education: Before a student who receives special education services can be recommended for expulsion, an IEP team must hold a pre-expulsion IEP and conduct a manifestation determination. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her IEP during the term of expulsion. The student is also entitled to post-expulsion services (see Rehabilitation and Reinstatement from Expulsion below) during the term of expulsion. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student’s IEP.

Section 504: An expulsion of a student being served under Section 504 is considered a disciplinary change of placement and can only be issued if the school’s Section 504 team conducts a manifestation determination and finds the conduct being disciplined is not a manifestation of the student’s disability and/or a result of the District’s failure to implement the student’s Section 504 Plan if applicable.

For more information, please refer to Procedural Rights and Safeguards.

APPEAL OF DISCIPLINARY ACTION

Challenges or objections to suspensions may be addressed directly with the principal. Administrative or Involuntary transfers may be addressed directly with the Associate Superintendent of Educational Services. Students who are recommended for expulsion have a right to an expulsion hearing and to address the Board of Education before the Board makes the final decision to expel. An expulsion appeal should be made to the Santa Clara County Office of Education.

REHABILITATION AND REINSTATEMENT FROM EXPULSION

Pursuant to E.C. Sections 48916 and 48916.1 and Assembly Bill 922, educational and support services for all expelled students is provided. The Student Services Department:

- Facilitating appropriate and timely educational placements for all expelled students
- Conducting thorough AB 922 student/parent intake assessments and developing rehabilitation plans
- Monitoring student social, behavioral and academic progress
- Providing direct support service
- Consulting, collaborating, and coordinating services with District, school staff and community agency personnel
- Facilitating the Reinstatement Review Committee for students who have met eligibility criteria in the areas of academic achievement, attendance, and social adjustment
- Per the Delegation of Authority, recommending reinstatement on behalf of the Board of Education, and placing students in appropriate educational programs after reinstatement



EAST SIDE UNION HIGH SCHOOL DISTRICT

District Uniform Behavior Responses

The District's goal is to establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.

- Build Relationships with Students and Parents
- Teach Behavioral Expectations for Staff and Students
- Reinforce Positive Behavior
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Administrators and Teachers will determine the appropriate intervention(s) and/or consequence(s) based on the seriousness and frequency of the behavior, in collaboration with student and family.

District-wide responses support maximizing instructional minutes and continued academic progress and social-emotional development for all East Side students.

CLASSROOM MANAGED (MINORS)*

- Academic Integrity
- Technology/Electronic Misuse
- Dress Code Violation
- Inappropriate Display of Affection
- Skateboard/Rollerblade/Bike
- Classroom Disruption
- Defiance/Insubordination
- Disrespect to Staff

1ST MINOR RESPONSES

- Family Engagement
- Reteach Expectation
- Reflection and Agreements

2ND MINOR RESPONSES

- Family Engagement
- Teacher Intervention/ Consult with Staff
- Reflection Review and Agreements
- Referral to IST or IEP Team, if Appropriate

3RD MINOR RESPONSES

- Family Engagement
- Teacher Consequence/Consult with Staff
- Referral to IST or IEP Team if Appropriate
- Referral to Administrator

INTERVENTIONS

- Family Conference
- Referrals to Counseling/Case Management
- Referral to Instruction Support Team
- Participation in restorative justice program
- Referral to Teen Peer Court
- Positive behavior support with tiered interventions
- After-school program that address specific behavioral issues or expose students to positive activities and behaviors
- Community Service
- Referral to Psychosocial or Psychoeducational Assessment ****
- Enrollment in program teaching pro-social behavior or anger management
- Referral to an Agency or Program
- Referral to School Attendance Review Board

ADMINISTRATIVE MANAGED (MAJORS)**

- (a)(1) Physical Injury
- (a)(2) Willful Violence/Fighting and/or Battery
- (b) Dangerous Object
- (c) Drugs or Alcohol
- (d) Look-alike Substance
- (e) Robbery/Extortion
- (f) Property Damage/Vandalism
- (g) Theft
- (h) Tobacco
- (i) Obscenity/Profanity/Vulgarity
- (j) Drug Paraphernalia
- (k) Disruption/Defiance
- (l) Receipt of Stolen Property
- (m) Imitation Firearm
- (n) Sexual Assault/Battery
- (o) Witness Harassment or Intimidation
- (p) Prescription Drug Soma
- (q) Hazing
- (r) Bullying/Electronic
- (.2) Sexual Harassment
- (.3) Hate Violence
- (.4) Harassment, Threats, or Intimidation
- (.7) Terroristic Threats

MAJOR RESPONSES

- Referral to Administrator
- Separate and Thorough Investigation
- Review of Prior Intervention(s)/Consequence(s)
- Family Engagement
- Appropriate Alternate Intervention(s)/Consequence(s)
- Staff and Student Follow-Up

Discretionary Violations - may determine that expulsion is not appropriate and an alternative means of correction would address the conduct.

- (a)(1)(A) Serious Physical Injury
- (a)(1)(B) Knife/Dangerous Object
- (a)(1)(C) Controlled Substance
- (a)(1)(D) Robbery/Extortion
- (a)(1)(E) Assault/Battery on School Employee

Secondary Findings - required to recommend for expulsion for non-mandatory violations.

- (b)(1)/(e)(1) Other Means of Correction Not Feasible or Failed
- (b)(2)/(e)(2) Continuing Danger to Physical Safety of Self/Others

Mandatory Violations - shall immediately suspend and recommend for expulsion.

- (c)(1) Firearm
- (c)(2) Brandishing a Knife
- (c)(3) Selling a Controlled Substance
- (c)(4) Sexual Assault/Battery
- (c)(5) Possession of an Explosive

CONSEQUENCES

- Warning
- Restitution
- Brunch/Lunch/After-school Detention
- Saturday School***
- Schedule Change***
- Confiscation of Item(s)
- Loss Privilege
- Revoked Parking Permit***
- Revocation of Inter/Intra***
- Suspension from Class****
- In-School Suspension***
- Out-of-School Suspension***
- Referral for Involuntary Transfer -11th/12th***
- Recommendation for Expulsion***

Pursuant to Education Code 49070, families may challenge the content of student records in writing.

* Behavior violations are defined by the District.

** Behavior violations are defined by Education Code Sections 48900 and 48915.

*** Assigned by Administrator Only.

**** Teacher shall immediately report the suspension to the principal, send the student to the principal or designee, and shall ask parent to attend a parent teacher conference regarding the suspension. Suspension from class may not be for more than two class periods.

***** Follow identified process through APED.

The Board is, therefore, committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations, and practices. The Board defines equity as:

- Every student receives what he or she needs to thrive socially, emotionally, and academically;
 - Removing the predictability of success or failure based on social, racial, cultural, or economic factors: eliminate the opportunity and achievement gaps. (The opportunity gap is the lack of opportunities for low income students to have access to highly qualified teachers, research-based academic programs and access enrichment programs. The achievement gap in the United States refers to the observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender); and
 - Interrupting inequitable practices and biases and creating inclusive and just conditions in our schools. (Board Policy 0105)
- July 11, 2018

NONDISCRIMINATION / HARASSMENT

The East Side Union High School District desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The District 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, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts 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. Students, parents, guardians and affected community members who wish further information about these regulations, or who wish to file a complaint of discrimination or harassment, should contact the District's Compliance Officer:

Director of Equity, Diversion & Inclusion
Uniform Complaint Policy (UCP) Administrator
East Side Union High School District
830 N. Capitol Avenue
San Jose, CA 95133
408-347-5000

EMPLOYEE INTERACTIONS WITH PUPILS

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws and exercise good judgement when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon.
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child.
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student.
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time.
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members.
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action.
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity.
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records.
10. divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information.
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities.
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity.

KNOW YOUR RIGHTS

Your Child has the Right to a Free Public Education. All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status or religious beliefs and regardless of the immigration status of the students' parents or guardians.

The organizations and materials listed below are provided by the California Attorney General's Office and to serve as resources for the public and do not indicate an endorsement by the Attorney General or the district nor do they constitute legal advice.

Know Your Rights - General Information and Updates

- The National Immigration Law Center has issued "[Know Your Rights: Everyone has certain basic rights no matter who is president](#)," which can also be found in [Spanish](#), [Chinese](#), [Arabic](#), and [Korean](#).
- The Immigration Legal Resource Center has issued "[Immigrant Rights Under a Trump Administration](#)."
- For frequently asked questions about what all immigrants should know in 2017 and a variety of resources for immigrants, visit [Informed Immigrant](#).

Know Your Rights with Immigration and Customs Enforcement (ICE)

- The National Immigration Law Center has issued "[How to Be Prepared for an Immigration Raid](#)," which can also be found in [Spanish](#).
- The American Civil Liberties Union (ACLU) has issued a single page document "[Know Your Rights - Stopped by Police, Immigration Agents, or FBI](#)," which can also be found in [Spanish](#), [Arabic](#), and [Chinese](#), among other languages.
- The National Immigration Project of the National Lawyers Guild has issued "[Know Your Rights - Learn How to Protect You and Your Family During Immigration Raids](#)," which can also be found in [Spanish](#).
- The Immigrant Defense Fund has created a 2-page flyer entitled "[Know Your Rights with ICE](#)," which can also be found in [Spanish](#) and [Arabic](#), among other languages.

Know Your Rights if You have Deferred Action for Childhood Arrivals (DACA)

- Asian Americans Advancing Justice – Los Angeles has issued [Know Your Rights about Immigration and DACA](#), which can also be found in [Spanish](#) and [Chinese](#).
- The National Immigration Law Center has issued "[New Questions and Answers about DACA Now that Trump is President](#)."
- The Informed Immigrant has issued "[FAQs: DACA, Bridge Act, and Being Undocumented in 2017](#)," which can also be found in [Spanish](#).

Know Your Rights When Experiencing Religion or Immigration-Based Discrimination or Hate Crimes

- The California Department of Fair Employment and Housing (DFEH) has issued [information on California protections against hate violence, how to file and respond to complaints, and DFEH procedures](#).
- The American Civil Liberties Union (ACLU) has issued a "[Know Your Rights: What To Do when Faced with Anti-Muslim Discrimination](#)," which can also be found in [Arabic](#), [Farsi](#), [Indonesian](#) and [Urdu](#).

ATHLETIC CODE OF CONDUCT

Each school will have one athletic council consisting of all head coaches, athletic directors and administrators.

MISSION STATEMENT:

We are representatives of ESUHSD athletics department/program. Our purpose is to create uniformity throughout the District, establish District standards, establish District goals, and ensure that athletics is a co-curricular activity and a supplement to the educational process. We will accomplish this by seeing that there is greater communication between stakeholders (parents, community, athletes, coaches and school staff), and by being accountable (each school will be responsible for the distribution of the athletic code of conduct to the athletes and his/her parents).

CORE VALUES:

Our goal is to develop the student/athlete to become a productive citizen in society by utilizing teamwork, sportsmanship, physical development, socialization skills and critical thinking skills in a safe educational environment.

CODE OF CONDUCT OFFENSES AND RECOMMENDATIONS:

- A) Player who quits a team without coach's release:
Player must sit out the remainder of that sport season including practices with the next sport and the athlete may not suit up. The athlete becomes eligible to compete the second Monday of league play.
- B) Substance abuse:
Any athlete found in possession of drugs, alcoholic beverages, alcoholic beverage bottles, (whether empty or full), drug paraphernalia and/or the use, consumption, distribution, and/or being under the influence of drugs, hallucinogenic drugs, or narcotics, (except when expressly prescribed by a physician) will be declared ineligible for competition for two weeks upon their return to school. The athlete must complete the counseling and community service contract.
- C) Theft:
For grand theft, immediate suspension from the team and ineligible for athletic participation for 180 school days from the date of infraction. For petty theft, any athlete found guilty will be declared ineligible for competition for two weeks upon their return to school.
- D) Athlete dismissed from a team:
After review with the appropriate athletic director, the athlete must sit out the remainder of that sport season including practices with the next sport and the athlete may not suit up. The athlete becomes eligible to compete the second Monday of league play.
- E) Game ejection:
See B.V.A.L. bylaws
- F) Suspension by a coach: — Follow these procedures:
Coach notifies athlete, parent, athletic director, and administration in writing within 48 hours as to the offense. Letter to include length of suspension, date of occurrence, and any additional stipulations required by the coach before reinstatement.
- G) Athletes who commit a crime:
Athletes who commit a crime cited by the police will receive immediate suspension from the team and ineligible for athletic participation for 180 school days from the date of infraction.
- H) Athletes transferring from one school to another:
Athletes transferring from one school to another are required to provide a transfer form signed by the previous school's athletic director and APA before he/she will be allowed to compete. Any sanctions from the previous school will be carried over to the new school.
- I) Infraction carryover to another sport:
When an athlete has committed an infraction in one sport, the infraction will be carried over to another sport as long as the following procedures are followed: Coach notifies athlete, parent, athletic director and administration in writing within 48 hours of the offense. Letter to include length of suspension, date of occurrence, and any additional stipulations required by the coach before reinstatement.
- J) School issues resulting in suspensions:
(i.e. insubordination, cutting, fighting etc.) – APA or advisor will inform the student/athlete that he/she is not allowed to participate for the duration of the penalty and will inform the coach and athletic director of the penalty within 24 hours.
- K) Absence on the day of competition:
The athlete must attend at least four periods or classes unless the above is a school-sponsored activity or there is an extenuating circumstance approved by the coach and an administrator.
- L) Athletic trial period:
An athlete has a two-week trial period during which he she may quit an athletic team without penalty. The two-week

period begins with the first day of official attendance by the athlete.

- M) An athlete may not start practice with another school sports team until:
An athlete may not attend practice with any other team until his/her last league, regional, sectional, or state meet in which the athlete is involved is completed.
- N) Athletes must turn in equipment:
Athletes must turn in their equipment or pay for replacement within five school days after completion of his/her season. Athletes who do not comply will be immediately suspended from any team.
- O) An athlete will be allowed to have a rest period:
An athlete will be allowed to have a rest period of three school days at the end of the previous sport season before beginning his/her try-outs period without penalty.
- P) Each sport team or program will create rules and regulations:
Each sport team or program will create the rules and regulations of their team and distribute it to the athletes, parents, athletic directors and administration before enforcement will be supported.
- Q) Smoking:
An athlete who is caught smoking or in possession of tobacco will face school discipline consisting of being cited by police, enrolled in a Saturday program and will miss one athletic contest.

The athletic council supports the rules and regulations set down by the individual coach as long as the rules and regulations are within the scope of the school, District, league, CCS and CIF rules and regulations, and the right of that coach to discipline team members accordingly.

STUDENT SEXUAL HARRASSMENT POLICY #5145.7

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment targeted at any student by anyone at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any persons 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 information shall include:

1. What acts and behaviors 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 procedures 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.

District Dress Standards are contained within the local site Student Behavior Code.
(cf. 0420 – School Plans/Site Councils)

East Side Union High School District Student Dress Standards

Each school shall allow students to wear sun-protective clothing, including, but not limited to, hats for outdoor use during the school day. (Education Code Section 35183.5)

In addition, the following standards shall apply to all regular school activities:

1. Students are expected to dress in a manner that is neat and appropriate for school or work.
2. Students may not wear clothing that disrupts the educational process.
3. No sagging clothes (baggy pants); pants should be size appropriate and worn at the waist.
4. No torn jeans
5. No hats/ head covers, scarves, head rags (i.e. stocking caps, satin-type or hairdo covers, “do-rags”, etc.)
6. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing or pictures. Other items or insignia that are crude, gang-related, vulgar, profane or sexually suggestive, or that bear drug, alcohol or tobacco company advertising, promotions and likenesses, or that advocate racial, ethnic or religious prejudice are strictly prohibited.
7. Clothing that bear logos, insignia, letters or colors signifying a gang, a crew, violent actions or weapons are not allowed.
8. All tops (shirts and blouses) must cover the top of the shoulder and completely cover the stomach, chest and bare back. No bare midriffs. (See 17)
9. Shorts and skirts must be size appropriate (arm extended at side, short or skirt bottom reaches finger tips); tight fitting shorts, short shorts and cutoffs are prohibited.
10. Only the student’s name, written in plain block letters, is permitted on backpacks or other personal items.
11. No see-through shirts, blouses; no halter tops, tank tops/tube tops, undershirts, muscle shirts or other tops that expose the midriff.
12. Shoes must always be worn; no inappropriate footwear or roller blades.
13. No under clothing worn as outerwear.
14. Red or blue shoes, shoes with red or blue accents or shoes with red or blue laces are not allowed.
15. No sunglasses may be worn inside school buildings or classrooms.
16. Any jewelry, body art, piercing or extreme hairstyle/color deemed by the school to be dangerous or a distraction to the learning environment is not acceptable (jewelry with spikes, chokers, wristbands or extra large rings).
17. Students may not wear clothing that reveals the back or midriff, or through which skin and/or undergarment is visible, or when arms are raised becomes visible. These include but are not limited to: boxers, sheer tops, mesh tops, overly large openings at the neck or arms, off-the-shoulder tops, spaghetti straps, halter tops, swim tops, tube tops or clothing that exposes the midriff.

An annual (prior to May 1) review of the local site Student Behavior Code must be conducted by the principal (designee) with input from the School Site Council and shall further ensure both compliance and enforcement of District Dress Standards.

I.D. Badges

All students will be required to be in possession of their school identification badge at all times while on campus and at school events. Students are expected to produce their badge upon request. If a student cannot produce the school identification badge, he/she will be reminded of the need to be in possession of the badge and referred to the proper person to get a new badge.

Student Rights and Responsibilities

Preamble—This Statement of Student Rights and Responsibilities, developed cooperatively by students, parents, and staff is adopted by the Board of Trustees in good faith to describe, but not limit, the rights and responsibilities of students.

The goal of this statement is to reinforce the basic premise of this free society that neither rights nor responsibilities can exist one without the other. It is fully understood that anything contained within the enumerated rights and responsibilities is subject to federal and state laws, Board Policies, District Administrative Regulations, California Interscholastic Federation Constitution and By-Laws, student body constitution and by-laws, and local school regulations.

The East Side Union High School District Board of Trustees will print and distribute to all students, parents, staff, and administrators each year and post conspicuously at each campus this Statement of Student Rights and Responsibilities.

Rights

1. Students have the right to an education which is, and will be, of value to them. This includes learning to function in modern-day society as a responsible citizen. Students have the right to a curriculum that at least partly reflects their concerns and interests.
2. Students have the right to a reasonable expectancy of physical safety and protection of personal property **on school grounds during normal school hours and during school-sponsored activities.**
3. Students have the right to receive respect and reasonable treatment at all times from school personnel and each other.
4. Students have the right to talk with teachers, counselors, administrators, and other personnel connected with the school.

5. Students have the right to know each of their teachers' grading procedures. They have the right to see their grades in the grade book with an explanation of the grades by the teacher on an individual basis in any class, subject to appointment. Students have the right to have errors on records corrected.
6. Students have the right to participate, through established student organizational structure, in the development and revision of policies, rules, and regulations, including curriculum, to which they are subject. They further have the right to be notified reasonably in advance of formation and enforcement of such policies, rules, and regulations.
7. Students may exercise their constitutionally protected rights of free speech, expression, and assembly. BP5145
 - 7.1 Students have the right to wear political buttons, armbands, or any other badges of symbolic expression.
 - 7.2 Students have the right to form political and social organizations which are open to all students.
 - 7.3 Students have the right to present petitions, distribute political leaflets, newspapers, or other printed matter.
 - 7.4 Students have the right to reasonable use of communication systems including newspapers, public address systems, bulletin boards and school bulletins with prior review and approval by appropriate personnel.
8. Students have the right to participate fully in available curricular and co-curricular programs. Rights shall not be denied because of age, sex, race, religion, national origin or for any other reason not related to his/her individual capabilities.
9. Students have the right to organize and create a student government. Students have the right to freely elect or appoint their peers to office.
10. Students 18 years of age or older have the right to sign all official school documents and represent themselves in all school related matters.
11. Students 18 years of age or older have the right to see their own school files. Records of students under age 18 may be reviewed by parents or guardians. Students have the right to insert rebuttals to information and opinions in the files.
12. Students have the right to present complaints or grievances to school authorities and the right to receive replies within a reasonable time.
13. Students have the right of due process. Students have the right to appeal any action they believe has violated their rights.

Responsibilities

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. Students have the responsibility to protect and care for all property and to assist the school staff in operating a safe school for all students. It is also the responsibility of all students to report unusual occurrences and activities, such as vandalism and theft of school and students' property, and drug activities.
3. It is the responsibility of each student to show respect for the rights of teachers, students, administrators, and all others who are involved in the educational process.
4. Students have the responsibility to initiate their request for an appointment to confer with the teacher, counselor, administrator, or any other personnel connected with the school. It shall further be the responsibility of the students to indicate the degree of urgency. (This request can be put in writing.)
5. Students who believe a mistake in grading has been made by the teacher, have the responsibility to ask the teacher to review the records within a reasonable time.
6. Students serving on committees have the responsibility to represent the student body and to report their progress.
7. Students have the responsibility to refrain from any distribution or display of materials which are obscene, libelous or which advocate the commission of unlawful acts. Students have the responsibility to consult in advance with appropriate school personnel to determine such legal definitions. Students have the responsibility not to interfere with the school program. Students are held accountable for their actions.
8. Students have the responsibility to know and follow the rules and regulations concerning curricular and co-curricular activities.
9. Students have the responsibility to participate in and support student government.
10. Students 18 years or older have the responsibility to inform the school authorities that they are assuming their adult status.
11. Students have the responsibility to follow laws and rules regarding student records.
12. Students have the responsibility to give proper attention to personal cleanliness and neatness of dress and to follow safety and health standards. Footwear shall be worn.
13. Students have the responsibility to initiate due process on their own behalf if they feel they are being disciplined for off-campus behavior and if such behavior is not school-related.
14. Students have the responsibility to present their complaints or grievances and possible solutions, in a clear, brief manner within a reasonable time.
15. Students have the responsibility to know their rights under due process. Students have the responsibility, within a reasonable amount of time, to follow the appeals process. The levels of appeal shall be:
 - 15.1 Staff person whom it is believed has violated the student's rights
 - 15.2 Immediate supervisor of the staff person
 - 15.3 Assistant Principal or Associate Principal
 - 15.4 Principal
 - 15.5 Superintendent or his/her designee
 - 15.6 District Board of Trustees
 - 15.7 County Board of Education

National School Lunch Program

Ed Code 49510

FREE AND REDUCED PRICE MEALS

The East Side Union High School District participates in the National School Lunch Program and/or School Breakfast Program by offering nutritious meals every school day. Students may buy lunch for \$3.25 and breakfast for \$1.75. Eligible students may receive meals free of charge for lunch and breakfast (there is no charge for reduced-price approval). You or your children do not have to be U.S. citizens to qualify for free or reduced-price meals. For additional information or assistance, please email Maria Tavares at tavaresm@esuhsd.org or call 408-347-5191.

MEAL PAYMENT ONLINE

Parents can check cafeteria balances and purchases, receive low balance alerts, and make payments by creating a free account at: www.myschoolbucks.com

2018-2019 CALENDAR

Mo	Week 1					Week 2					Week 3					Week 4					
	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
1	Aug 13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	Sep 3	4	5	6	7	semester 1
2	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	Oct 1	2	3	4	5	
3	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	Nov 1	2	
4	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
5	Dec 3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	
6	31	Jan 1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	semester 2
7	28	29	30	31	Feb 1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	
8	25	26	27	28	Mar 1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	
9	25	26	27	28	29	Apr 1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	
10	22	23	24	25	26	29	30	May 1	2	3	6	7	8	9	10	13	14	15	16	17	
11	20	21	22	23	24	27	28	29	30	31											

NON-SCHOOL DAYS	
Teacher Inservice	Aug 13, 2018
Labor Day	Sept 3, 2018
Veterans Day (Obsv'd)	Nov 12, 2018
Thanksgiving	Nov 21-23, 2018
Holiday Break	Dec 24, 2018-Jan 4, 2019
Martin Luther King, Jr.	Jan 21, 2019
Winter Break	Feb 18-22, 2019
César Chávez (Obsv'd)	Apr 1, 2019
Spring Break	Apr 22-26, 2019
Memorial Day	May 27, 2019
Teacher Inservice	May 31, 2019

Grading Period Ends	Wks
September 21, 2018	6
November 2, 2018	6
December 21, 2018	7
February 15, 2019	6
April 5, 2019	6
May 31, 2019	7



Preparing every student to thrive in a global society.

Dear Parent/Guardian:

This handbook entails important information regarding your student's education. Please sign and return this page of the booklet to ensure receipt of this communication.

I, _____, acknowledge receipt of the 2018-2019 Student and Parent Handbook.
Parent/Guardian name

Student Name

Student ID#

Parent/Guardian Signature

Date

Please return to your student's school.

