

Sonora Elementary School District

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2025-2026

Student/Parent Handbook

Notification of Rights & Responsibilities



August, 2025

Dear Parents/Guardians of Sonora Elementary Students,

If you are new to our school, welcome to Sonora Elementary! If you have a returning student, we are happy to have you back for another great year at SES. We are committed in providing a safe environment for your student, where they are given the opportunity to strive academically, socially and athletically. The Bobcat Way means to treat yourself and others with respect, strive for personal success, attain achievement with honor and admiration, and hold reverence to the history and traditions of Sonora Elementary. We hope your child will have a wonderful year, filled with learning, growth, and meaningful connections and experiences that will last a lifetime. Working together, we can make the 2025-2026 school year a year we will look back on with pride.

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

Sincerely,

Lora Hunter
Principal

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

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

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VISION STATEMENT

Educating and inspiring every student to achieve personal excellence.

MISSION STATEMENT

In a positive and safe environment, alongside families and community, honoring tradition, and fostering innovation, Sonora Elementary School District will:

- Promote successful, well-rounded students
- Cultivate perseverance and academic preparedness
- Attract, support and retain dynamic teachers and staff
- Create accountable, respectful, and engaged members of society

ROLES AND RESPONSIBILITIES

■ Staff Roles & Responsibilities

The Board of Trustees is responsible for setting policy, for seeing that policies are carried out, for seeing that the school operates within its budget, for hiring a superintendent who will carry out school policies and who will plan and implement an effective educational program. The Board of Trustees meets regularly on the second Wednesday of each month in the library at 6:00 p.m. You are encouraged to attend these meetings.

The District Superintendent is the chief executive officer and is responsible for carrying out the policies of the board. The Superintendent

also supervises the general district school program, transportation, and the buildings and grounds. She is responsible for the implementation and supervision of state standards for instruction and assessment. All individuals employed by the school district are responsible to the superintendent.

The Principal is responsible for curriculum, instruction, staffing, attendance, character education, school safety, disaster preparedness, and independent study. The Principal will assist the Superintendent with the implementation of school programs.

The Assistant Principal is primarily responsible for student discipline and assisting the Principal with campus safety and school operations.

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

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

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

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

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■ Parent Involvement

Support Sonora School (SSS)

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

School Site Council

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

Deliveries and Messages

When you have a message for the teacher or the child, they need to be called into the office by 12:00 p.m. If your child has already entered the school bus, to keep the efficiency of our school transportation, you may not call and ask them to be removed from the bus to pick them up at school. If you are going to pick up your child after school, please send a note to the teacher that morning NOT to send them on the bus. Without a note or a message, when the buses leave, the child will be on it as usual. Please do not give your child verbal instructions to do something that we cannot honor. It is Sonora Elementary School's policy that flowers or balloons will not be delivered to students in the classroom for special occasions.

■ Visitors & Parent Volunteers

Any person coming onto campus must report to the School Office, sign in, and get a visitor's pass. People on campus without a visitor's pass

will be asked to report to the office to sign in. Parents wishing to volunteer on campus or serve as a chaperone on a field trip must be fingerprinted through Tuolumne County Superintendent of Schools (TCSOS), must complete a Parent Volunteer Agreement, and participate in a mandatory parent volunteer training, which lasts approximately 30 minutes. In addition, any parent that wishes to drive their own child to a school-sanctioned field trip must have DMV clearance. Parent volunteer information is available in the School Office.

ENROLLMENT AND ATTENDANCE

■ Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Districts may allow the transfer of students from or to other districts (inter-district transfer). Victims of bullying or violence are given preference in intra- and inter-district transfers. In some cases, the district must provide transportation. Students attending "persistently dangerous" schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48204.7, 48206.3, 48300, 48301, 48306, 48853.5, 48980, 49068, 51101; 20 USC 7912]

1. Interdistrict Attendance

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

Interdistrict Attendance Agreements and Permits

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

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

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

Instruction Collaboration Agreements

The Superintendent or designee may, with board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education or charter school to offer the same or similar courses and coursework to students who have been impacted by any of the following:

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board Approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be admitted to this program

through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting.

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate.

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating LEA(s) to agree upon an appropriate shared cost structure.

Transportation

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

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available. [BP 5117 September 2023; EC 8151, 41020, 46600-46611, 48204, 48300-48317, 48900, 48915, 48915.1, 48918, 48980, 48985, 52317; CA Constitution Article 1, Section 31]

You can access the Interdistrict Transfer Request form on the District's website at www.sesk12.org/essential/.

2. Attendance Where Caregiver Resides

If your child lives in the home of a caregiving

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

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

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place of the parent's/guardian's employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of 10 hours during the school week. [EC 48204(a)(7), 48980]

4. Special Enrollment Allowances for Some Categories of Students

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

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant (or migratory) or religious status. The state Attorney General has information about "know your rights":

<https://oag.ca.gov/immigrant/resources>. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1]

Student Release Procedure

The welfare and safety of all of the students is imperative. For that reason we have established a student release procedure for those students who must leave the school grounds before the end of the day. We ask for your cooperation in complying with the following procedure: Either you as a parent or a designated adult (with permission on the emergency card) must come to the school office and sign the child out of school. Your child will only be released to an adult listed on the emergency card, unless a phone call or note precedes the pick up time. Unless it is an emergency, students will not be called from class until a parent or designated adult, with proper identification, arrives in the office to sign out the child.

General Absences

The majority of school districts are funded based on their daily attendance. The state only awards funding to school districts for actual attendance; they do not fund districts for the excused absences listed below. There are two types of absences – excused and unexcused. Always review the school calendar and plan activities and vacations during days off.

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

Excused Absences

Children cannot learn if they are not in school. Children ages 6 to 18 years are required to attend every school day. Daily school attendance improves student achievement. Research shows that a student that is absent 10 percent of the time (called

a chronic absentee whether or not the absences are excused) is more likely to have difficulty learning, achieving, and graduating from high school. Teach your child(ren) that school attendance is an important family value.

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

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

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

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

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

A school administrator may authorize or extend some excused absences. Students shall be allowed to complete all assignments and tests missed during an excused absence that can be reasonably

provided. Upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The classroom teacher(s) shall determine which assignments and tests shall be reasonably equivalent to, but not necessarily identical to the assignments and tests that the student missed during the absence. [EC 48205, 48260]

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

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

Unexcused Absences

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

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

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

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

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

Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code; including referral to a student attendance review board (SARB). A student who is truant may additionally be referred to a community service program; the county probation department;

the District Attorney's office; or the Juvenile Court. The parent/guardian of a truant may face fines, imprisonment up to one year, or both; be required to meet regularly with district staff; and/or be required to attend classes at the student's school. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1; WIC 256, 258, 601, 601.3]

■ Reporting Absences

Every absence must be cleared through the school office by phone on the day that the student is absent from school or the absence will be recorded as an unexcused absence. Please telephone our school attendance office to communicate the reason for absence. Please always use your child's first and last name when communicating with the attendance office and the date(s), reason for the absence, and your name.

■ Make-up Assignments

Students are responsible for making up all classwork and homework assignments when absent. While grade/credit cannot be reduced due to an excused absence, the student must make up all the work in order to receive credit. If a student is absent for 3 days or longer, please contact our School Office for a possible short-term independent study, assignments can be obtained by calling the office. Please allow one full day before picking up assignments.

■ Tardies

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

■ Minimum Days / Pupil Free Staff Development Days

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

■ Snow Days

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

■ Short-Term Independent Study

If you plan to have your child out of school for one to fifteen (1-15) school days duration, please contact the attendance office to set up a short-term independent study program. A short-term independent study program is for absences of one to fifteen (1-15) days and allows your child to receive the work while they are out of school. When your child completes the work in its entirety, they will get credited for attendance during the absences. To be eligible, the student must be maintaining passing grades, has not been classified as truant or under a SARB contract, and has had no previous incomplete short-term independent study contract in the past. Please keep in mind, it is difficult to replace the classroom instruction that occurs during your child's absence, so upon their return, anticipate your child being behind and absences of any kind should be avoided, if possible.

■ Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend in a regular classroom. If your temporarily disabled child is located outside your school district, notify both the district where your child resides and the district where the child is located. Within five (5) days of

notice, the district(s) will determine if the student qualifies; within five (5) days of the determination shall commence instruction in the home or in a hospital or other residential health facility. The district(s) will notify you if your child qualifies, when instruction will begin, and for how long it will continue. Each hour of instruction at home or in a facility will count as a full day but cannot exceed 5 days per week nor the number of days in the school year. There are accommodations for pregnant or parenting students (see page 23 for more information). [EC 46015, 48206.3, 48207, 48207.5, 48208, 48980]

■ Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information.

This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58501]

INSTRUCTION AND CURRICULUM

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

To determine if our students are meeting grade level competencies in the California State Standards, California utilizes a computer-based student testing system that ties to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The new tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604, 60615; ne]

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

In addition, ELD instruction will provide English Learner students with a standards based curriculum that guarantees access to the core curriculum while simultaneously supporting students' language needs. Teachers across content areas provide academic vocabulary development and scaffold content instruction, using such strategies as visual aids, graphic organizers, structured student engagement, and word walls. English learner

students in mainstream classes are assessed according to the English language development (ELD) standards across content areas, allowing them to access the content knowledge as they simultaneously develop their language skills.

■ Parent-Teacher Conferences

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

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

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

■ Promotion / Graduation Standards

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

- (a) The student has earned a 2.0 cumulative grade point average for their seventh and eighth grade years. The cumulative GPA from 7th grade would hold a weight of 33% of the total and

8th grade GPA would be weighted at 67%. This means that the 8th grade cumulative GPA would hold double the weight as that of 7th grade, in calculating the cumulative, overall GPA.

- (b) The student cannot receive more than two "F" grades in the eighth grade year.
- (c) The student has successfully met the goals of his/her Individualized Educational Plan (IEP).

Report Cards/Progress Reports

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

■ Books

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

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

■ Local Control Funding and Accountability

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

enrollment. More information about the LCFF is available at www.cde.ca.gov/fg/aa/lc/.

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

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

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

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

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

Language Acquisition Programs

Language acquisition programs are designed to ensure that English learners acquire English as rapidly and effectively as possible. They provide

instruction based on the state-adopted academic content standards, including English language development (ELD) standards.

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

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

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

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

Homework

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

Homework assignments in grades 1-3 should promote the development of skills and encourage family participation. Expect 10-30 minutes night and independent reading. At the intermediate level (4th-6th), students should be expected to spend an average of 40–60 minutes per night. In grades 4-6, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits. Homework assignments should not require use of encyclopedias or other specialize materials unless sufficient time is allowed for students to get such materials from the library. Homework for Grades 7 and 8 should be expected to spend an average of 5 to 7 hours per week on homework. Teachers of academic subjects will provide regular homework activities that promote the development of skills and provide students with the opportunity to grow academically.

■ Academic Counseling

Counseling related to academic and/or nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender, gender identity, the gender listed in their records, or any protected group as defined by State of Federal law. School counselors are credentialed educators specializing in pupil services. They help students in grades 7-8 make decisions about courses, extra-curricular activities, and preparation for college and/or careers. The District Uniform Complaint Procedure (see page 45) may be used to file a complaint. [EC 221.5, 221.8, 48980, 49600, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D]

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

Learning facilitator, to meet the social and emotional well-being of our students and staff.

■ District Courses

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

■ Curriculum and Personal Beliefs

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

Family Life, Human Development, and Sexual Health Education

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

Parents will receive notice of the dates, name of organizations, and affiliation of speakers by mail or other commonly used method of notification at least 14 days prior to the dates of the class or assembly. During this class, students in grades 7-12 may be asked to anonymously, voluntarily, and confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained online at <https://leginfo.legislature.ca.gov>. [EC 51933-51939; ne]

Tests / Surveys on Personal Beliefs

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

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is

possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [EC 32255-32255.6]

■ College and Career Planning Tools

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

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

■ Pupil Records

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

District office by school office staff . There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for ten cents (10¢) per page. If you cannot afford the cost of copies, they will be provided free of charge. With the proper documentation, the records can be changed to reflect a legal change of name and/or gender of a student or a former student. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49064, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24; FERPA]

Students of Military Families

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

Student Data from Social Media Websites

School Districts may now adopt a plan to gather

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

Regulations Regarding Pupil Achievement

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

Teacher Qualifications

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

Privacy Policy

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

Release of Directory Information

The law allows schools to release "directory

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

■ School Safety Plan

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

STUDENT SERVICES

■ Student Meal Program

Breakfast and lunch are provided to all students at no cost during the school year. We request that every household in the district complete a Household Meal application and return it to the school, even if you feel you do not qualify. This form helps the district secure funding for meals and many other programs; all information is confidential. Applications are available online at www.sesk12.org/school/food-services/, at your school site

office, and at the district office. Additional items, milk (50¢) for example, can be purchased in advance online at www.ezschoollpay.com. For more information you can contact Shanan Gonzales, Food Service Manager at (209) 532-5491 or sgonzales@sesk12.org. [EC 49510-49520, 49558; 42 USC 1761(a); ne]

School Breakfast Program

Breakfast is served from 7:30 - 8:00 a.m., Monday through Friday. All students now have access to free breakfast and lunch, no matter family income. For those students who bring their own meal, milk will still be available for sale.

School Lunch Program

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

Meal Policy Goals

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

Cafeteria

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

■ Technology

Sonora School District is proud of the level of technology implemented and utilized in each classroom on a daily basis to enhance instruction. Currently, in grades 1-8, each student has a device (iPad or Chromebook) to use in the classroom.

In Kindergarten, there are multiple iPads for student use. Each student accessing computers, Chrombooks, and/or iPads at school shall sign an AUP. Appropriate use of technology is an expectation. Violation of the AUP shall result in disciplinary action.

■ Student Use of Technology

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

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

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

applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

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

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

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

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of the district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance

with Education Code 49073.6 and Board Policy/ Administrative Regulation 5125 – Student Records.

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

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

Internet Safety

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

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

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

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

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or

sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called “hacking”;
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.

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

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one’s own personal identification information online misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. [BP 6163.4 November 2024; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; CC 3120-3123; 15 USC 6501-6506; 20 USC 7101-7122, 7131; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.520]

Google Workspace for Education

The Sonora School District utilizes Google

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

The following services are available to each student and hosted by Google as part of Sonora School District's online presence in Google Apps for Education:

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

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

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

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Sonora School Districts presence in Google Apps for Education. No personal student information is collected for commercial purposes. The permission form allows the school

to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information (See Board Policy 5125) but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student's directory information on the District's Enrollment Form. — FERPA – www.ed.gov/policy/gen/guid/fpco/ferpa

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

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

electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The District reserves the right to access the username@sesk12.org Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

■ **School Accountability Report Card**

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.sesk12.org/essential/. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

■ **Shared Transportation Services**

Student Transportation Services are now provided by Sonora Union High School District. In order to provide you a high level of service some of our methods of communication and contact information have changed. Please see notes below to set up service, change service or to file a complaint or concern: <https://sonorahigh.org/transportation-team>

Shared Services Tuolumne County strives to provide safe, pleasant transportation for your child. In order to develop the teamwork necessary for this program it is important to review the following rules and consequences with students. Please discuss with your child(ren) the importance of appropriate behavior on the bus.

The school bus is considered an extension of the school campus. All rules of conduct that apply to the school campus also apply on the bus and at the bus stop. Any action of a student that distracts the driver from safely operating the bus will be cause for suspension from the Shared Services Transportation. Parents and students must realize that our drivers are responsible for delivering their "Precious Cargo."

The school bus driver is required to follow procedures as outlined in the California Department of Education's School Bus Driver's Manual.

Bus Riding Is a Privilege

It is important that all students show proper conduct on the bus. All students who ride the bus must be familiar with, and obey the bus rules. Your child(ren) may receive a bus citation from the bus driver for misbehaving on the bus or at bus stops. Misconduct on the part of students may result in a denial of transportation.

Z-Pass Bus Cards

All Sonora Elementary students are eligible for transportation services will be required to carry and present an electronic bus pass card, known as a Z-Pass anytime they board or de-board a school bus. Cards are provided at the beginning of each school year (after pictures are finalized) and distributed by the school office.

Replacement cards are issued by request from the school office. Free replacements are limited to three per year. A replacement fee of \$5 is charged for each card thereafter. Failing to present a Z-Pass card will be considered grounds for denial of transportation services after the third offense each year.

Bus Rules

Loading-Riding-Unloading

- Obey the driver immediately and without question.
- Riders should arrive at the bus stop 10 minutes before scheduled pick-up time and stand in a safe place to wait quietly for the bus. Students must stay 12 feet away from the bus until the bus comes to a complete stop and doors open. Parents meeting their students for their afternoon drop off should arrive 5 minutes before pick up time on the proper side of the road.
- Accompany young children to the bus stop and meet them upon their return. TK/Kindergarten through 3rd grade students must have a parent or guardian at the stop for the return home, or provide instructions in writing that the student

may be released without a parent or guardian. If parents or guardians cannot be reached by dispatch, the bus will continue on the route and arrangements will be made for the student to be taken back to the elementary school IF it is on the way and does not cause a delay for the bus to arrive at SUHSD on time OR the student will be taken to Sonora Union High School District Transportation Office at 720 Shaws Flat Road, Sonora, CA 95370, for parent pickup.

- Children who walk to the bus stop are to use the shoulder of the road or sidewalks.
- While waiting for the bus do not allow your children to play/damage other people's property.
- Children are to enter and leave the bus in a quiet and orderly manner. No pushing or shoving.
- Riders shall remain seated and facing forward while the bus is in motion without obstructing the aisle with legs, feet or other objects.
- Riders shall keep their hands, arms, body, etc., inside the bus.
- No obscene or vulgar language/no sexual or inappropriate activity, no bullying.
- Riders shall help keep the bus and area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment. Parents will be responsible to pay for damage done to the bus as a result of vandalism.
- Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, yelling, standing, screaming, playing musical instruments, spitting, scuffling, obscenities or disrespect to another person are examples of prohibited actions which may lead to suspension from the bus.
- There is no eating, drinking or chewing gum in buses or any school vehicle.
- No animals, bugs, or pets shall be transported in a school bus except for guide, signal or service dogs.
- Glass containers (soda bottles), sharp objects are not allowed. Personal use items, perfume,

hairspray, deodorants, make-up are not allowed to be used on the bus. Large projects should be transported by car.

- Skateboards, roller skates, roller blades and electronic devices are not allowed on the bus. Cell phones may not be used on the bus.
- Complete silence is required at railroad crossings. Minimum noise level while the driver is conducting a red-light escort.
- Students should be reminded to check in at home after they exit the school bus after school.

Consequences

In most cases, the driver will have repeatedly spoken with the child about their behavior and attempt to correct any problem behavior informally. If informal means does not correct the inappropriate behavior the following official consequences will be enforced:

First Offense: (Verbal Warning) Driver will assign students to a specific seat.

First Citation: (Written) Driver will give to parents the Warning Letter. Review rules on back of citation with child.

Second Citation: (Written) Driver will call parent to set up a conference. Child may be suspended from all transportation until said conference is made

Third Citation: (Written) Five-day suspension from bus.

Fourth Citation: (Written) Ten-day suspension from bus.

Fifth Citation: (Written) Suspended from bus for the rest of the school year

The following offenses will result in an immediate issuing of a "Second Citation"/ Consequence and may result in an extended suspension from the bus:

1. Defiance/continual disrespect towards the driver.
2. Assault or fighting.
3. Sexual harassment/indecent exposure.

4. Throwing, shooting or propelling any objects within the bus or out the bus window.

All bus suspensions may include field trips and sport trips.

ALL BUS CITATIONS MUST BE RETURNED BEFORE A CHILD MAY BE ALLOWED ON THE BUS.

Authority of the Driver

Authority of the Driver (5 CCR 14103) states that “Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation.”

Riding to and from Extra-Curricular Activities

Students participating in athletic events, field trips, etc., away from Sonora Elementary must return on the same transportation if provided, unless it is cleared by parent/guardian in writing, through the school office prior to the event.

Bus Surveillance Systems

Sonora Union High School District has surveillance systems on school buses to help deter misconduct and improve discipline, prevent vandalism and ensure safety of students and drivers.

The contents of these recordings may be student records and may be used in student disciplinary proceedings or referred to law enforcement, as appropriate. Requests to view school bus videos are received by the Director of Shared Services Transportation. Due to privacy and other investigatory practices, videos may not be available to view. A notice shall be placed in each bus stating that the bus is equipped with surveillance equipment.

Emergency Evacuation Instruction

Each school year, all students shall receive safety instruction. The instruction shall include, but

not be limited to, proper loading and unloading procedures, including escorting by the driver; instruction on the use of passenger restraint systems, proper passenger conduct, bus evacuation, and location of emergency equipment. As part of the evacuation, students shall evacuate the school bus through the side emergency exit door.

Prior to departure on a school activity trip, all students riding on a school bus shall receive safety instruction. The instruction shall include, but will not be limited to: passenger safety, and location of use of emergency exits and equipment.

Complaints and Concerns

To reach the Director of Shared Services Transportation you may email or call the Transportation Department office. To share a concern or complaint please visit www.sonorahigh.org/transportation-team to file a complaint or concern online. You may also email the Director at transportation@sonorahigh.org or call (209) 532-5511 ext 2.

Transportation Changes or To Request Service

Our primary responsibility is to safely transport students to and from school at the established bus stop nearest their residence or alternate stop (if already on a bus route). To request a bus stop change if you have moved or a daycare arrangement has changed please go to the Shared Services Tuolumne County Transportation Webpage at <https://sonorahigh.org/transportation-team> to request a bus stop change. If the change is approved, your child will be issued a note to ride the bus on a regular basis. Please include the day or days of the week they will be riding. Please be advised these changes take 24-72 hours.

For same day changes, a written request is needed to allow your child to ride a different bus or get off at another stop. This request must go to the school office so that a “Blue Note” will be issued to the student to give to the bus driver. These notifications must be received by no later than Noon.

Inclement Weather

A late start to a school day or cancellation are often based on inclement weather. If we need to delay the start time, or cancellation of school, you should expect to receive a message from the SUHSD ParentSquare in conjunction with alerts on the local radio stations. These alerts will be issued by 6am.

Delays and Cancellations

One Hour Delay: School buses leave one hour later than the regular departure time.

Two Hour Delay: School buses leave two hours later than the regular departure time.

Cancellation of Transportation Services: School bus service will not be offered for the day.

Cancellation of school: all schools and after school activities are cancelled.

Early Release due to weather or other safety event:
In very rare instances school may be closed early in the day and students transported home prior to the normal release time.

Not all schools in Tuolumne County participating in Shared Transportation Services are affected by weather conditions equally. For example, if a snow event does not affect a lower elevation school district, that district may operate on time even when other districts may be delayed or cancelled. It is important to remember that Shared Services Tuolumne County school buses serve four different districts.

On days with inclement weather, the following stops on the Sonora Elementary School routes are often cancelled:

- Lyons Bald Mountain Road past Greenley Road
- Oakside Drive @ Jackson Street
- Oakside Drive @ Park Lane
- Hope Lane
- Beckwith @ Woodduck
- 13080 Beckwith: Pick-up/Drop-off at Beckwith @ Darpinian Way

Parents will be notified by SUHSD Parent Square when these stops are cancelled. Affected students will need to be dropped off and picked up at Sonora Elementary School.

■ Services to Students with Disabilities

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

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

Student Success Team

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

Classroom teachers receive a copy of each of their students' IEPs or 504 plans; case managers then check each of their students' progress on a quarterly basis, matching student performance

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

Special Education

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

Speech Therapist

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

■ Lost and Found

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

■ Married, Pregnant, or Parenting Students

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

Pregnant or parenting students who are 18 years old or who have permission from their

parent/guardian may, but are not required to take excused leave for up to eight weeks to protect the health of the student and the infant. More than eight weeks may be granted if it is deemed medically necessary. Certification from a physician or nurse practitioner that the student is able to participate in the regular education program may be required only if it is required for students returning from other temporary disabilities.

A parenting student may be excused for absences as listed under “General Absences” page 6. They may also be excused as the custodial parent to care for a sick child. A note from a physician shall not be required for such an absence.

Accommodations

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

Educational and Support Services

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

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

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

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

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

The District shall not treat students differently based on their actual or potential parental, family, or marital status on the basis of sex. Complaints related to pregnancy, marital status, parental status, or lactation accommodations can be made using the “Uniform Complaint Procedure” on page 45. [EC 221.51, 222, 222.5, 230, 46015, 48200, 48205, 48980, 49553; 5 CCR 4600-4670, 4950; FC 7002; HSC 104460; 42 USC 1786; 7 CFR 246.1-246.28; 34 CFR 106.40]

■ Pupil Fees

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

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

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a student’s education or for transportation to those events. There

can be no fees required for registering or participating in regular or extra classes.

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

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

HEALTH SERVICES

■ Emergency Cards

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

■ Health Office

Students who become ill at school will be asked to go to the school office where the secretary will contact the parents from numbers listed on the emergency card. Emergency cards must be kept up to date. The following are guidelines in assisting you

with the decision whether or not to send your child to school:

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

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

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

First Aid

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

Student Wellness

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

Students are encouraged to drink water throughout the school day. They are allowed to bring and carry water bottles except in libraries, computer labs, science labs, or other places where

it may be dangerous to have drinking water. [EC 38042]

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

Student Access to Mental Health Services

School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services is simple; contact your school counselor at (209) 532-3159 or evieira@sesk12.org, health aide, principal, or the School Office. In the community a good place to start may be to dial 211 for referrals in your area or to call Tuolumne Co. Behavioral Health Services at (209) 533-6245. If you are in crisis, contact this number or dial 911 immediately. [EC 49428]

Suicide Prevention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs. The District makes an effort to reduce suicidal behavior and its impact and has developed strategies to intervene. These may include staff development, student instruction in coping skills, informing parents/guardians, methods for promoting a positive school climate, crisis intervention, and counseling (including for bereavement). Information about district programs and services and links to community and statewide resources are available on the District's website at www.sesk12.org/essential/. Students can also reach out for help 24-hours / 7-days a week from the California Youth Crisis Line at (800) 843-5200. [EC 215, 234.5, 234.6, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52 May 2025]

Tobacco-, Alcohol-, and Drug-Free Schools

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote

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

■ Immunizations

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

All new students, advancing students, or students transferring into grades 7-12 must be fully immunized, and will not be admitted without the required booster against pertussis (Tdap). The required immunizations are available through a usual source of medical care, County Health Department, a school nurse, or may be administered by a health care practitioner acting under the direction of a physician. Immunizations may be given at school. There may be funds for those who cannot access services. Homeless, foster, migratory, and military youth can be enrolled without proof of immunization.

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

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

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

Exemptions

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

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

■ Physical Examinations

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

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

There are some screenings that may happen at school. If you do not want your child to have any, or all, of these screenings, give the school a written letter annually specifying which screenings you are denying consent for. If your child has had

screenings outside of school, you may also submit a certificate verifying they have been done. When there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist [EC 49450, 49451; PPRA]

Vision and Hearing Screening

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

Oral Health Assessment

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

■ Medication

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

1. The district designee has received a written statement from the physician detailing the medication name, method, amount, and time

schedules by which the medication is to be taken; and

2. Parent, guardian, or caregiver annually submits a written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. The statement gives permission to communicate with the health care provider or pharmacist, and acknowledges understanding of how the medication will be administered.

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

Students may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. The District does not allow parents to administer medical cannabis on campus. [BP 5141.21 May 2024; EC 49414, 49414.1, 49414.5, 49423, 49423.1, 49480; HSC 11362.79]

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

■ Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase

accident insurance through the district for medical and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49471, 49472]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. [EC 32221.5]

Enrollment in a Health Care Plan

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

School-Sponsored Athletics

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

■ Diabetes Information

It is estimated that one in three children born in the US will develop type-2 diabetes. This information is intended to raise awareness about this disease.

Diabetes affects how the body turns food into energy. Much food becomes glucose (sugar). Your pancreas releases insulin when sugar increases in the body. Insulin is used to make energy. When there isn't enough insulin or when cells stop responding to insulin, too much sugar stays in your bloodstream. This can cause serious health problems such as heart disease, vision loss, and kidney disease. There is no cure for any type of diabetes.

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

Type-2: Type-2 diabetes is when your body can't use the insulin it makes as well as it should. It is the most common form of diabetes. It can be prevented or delayed through lifestyle changes and medical intervention, and it is treatable. Visit a doctor who can determine if your child is overweight. A doctor can prescribe medication if appropriate and can order tests of a child's blood glucose to see if the child has diabetes or pre-diabetes.

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

Risk Factors: It is recommended that students displaying or experiencing the risk factors and warning signs below should see a doctor to be screened for type-1 and/or type-2 diabetes: being overweight; family history of diabetes; inactivity; specific racial/ethnic groups (Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone to type-2 diabetes.); and age/puberty (Type-1 diabetes occurs in the early years. Type-2 diabetes is more likely to develop during or near puberty).

Warning Signs and Symptoms: There are usually warning signs when a child might have diabetes. Type-2 symptoms generally develop slowly over time. Type-1 symptoms show up quickly – in a matter of weeks or even days. Increased hunger, even after eating; Symptoms include unexplained weight loss; increased thirst; dry mouth; frequent urination; feeling very tired; blurred vision; slow healing of sores or cuts; dark velvety or ridged patches of skin; irregular/no menstrual periods; excess facial and body hair growth; high blood pressure; or abnormal blood fats level. For type-1: nausea, vomiting, and/or stomach pain.

Parents/Guardians of children displaying warning signs should immediately consult with the student's primary care provider to determine if screening for diabetes is appropriate.

Diabetes Screening Tests: Your doctor may have your child take one or more of the following blood tests to confirm the diagnosis: Glycated hemoglobin (A1C) test, Random (non-fasting) blood sugar test, Fasting blood sugar test, Oral glucose tolerance test, Autoantibodies test, and Ketones test.

More information can be found on these websites: California Department of Public Health, www.cdph.ca.gov; Centers for Disease Control and Prevention, www.cdc.gov/diabetes/; American Diabetes Association, <https://diabetes.org>. Contact your child's primary care provider, school nurse, or school administrator if you have questions. [EC 49452.6, 49452.7; HSC 104250]

■ Meningitis

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

■ Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer

will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program using the form provided by the school district. This program is not meant to replace regular professional dental care. [HSC 104830-104865]

STUDENT BEHAVIOR AND SAFETY

■ Principles

The Parent/Guardian & teacher relationship is pivotal to supporting a "team" approach to learning and behavioral success.

- Every person deserves to be respected.
- Every person deserves to be safe and to feel safe; learning is enhanced in a physically and emotionally safe environment.
- Students attend school to learn academics, behavioral skills, social skills.
- Learning is enhanced by the establishment of academic and behavioral expectations in class, grade levels and school-wide.
- Special emphasis will be placed on the teaching of self-discipline, good citizenship and social skills.

■ School Rules

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

All students are expected to:

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

- Leave school immediately after the school day ends.
- Keep hands to themselves.
- Not sell anything on campus.
- Use appropriate language and actions at all times.
- Not engage in rough playing or fighting.
- Use swings and playground equipment properly. Do not climb or “bail out” of the swings.
- Refrain from picking up or throwing bark, rocks, sticks or other harmful objects.
- Keep school grounds free of litter.
- Stay on established walkways. Do not jump over railings or fences.
- Obtain a pass from a teacher before going to the office.
- Request permission to use a phone in the School Office.
- Refrain from all public displays of affection (PDA), or being overly affectionate or intimate, while on campus or while attending and/or participating in a school-related activity.
- Refrain from cheating, plagiarism, or submitting a misrepresentation of their own thoughts, ideas and knowledge.
- No bicycle, skateboard, or skate on school property.
- Not bring a baseball bat to school.
- Not bring an energy drink to school.
- Not have gum at school.
- Proceed safely by not running through a crowded walkway or hallway.

School-Wide Behavior Plan

Inappropriate behaviors at Sonora Elementary fall into 2 categories or levels of offenses. Each level is addressed either by the classroom teacher or the school administration. Classroom management is a relationship between the teacher, student and families. Discipline and consequences are to be as rehabilitative as possible.

Level 1 Offenses

Handled by the Classroom Teacher – documentation of behavior and action/interventions in Aeries for future Administration follow-up (parent call, warnings, plans, interventions, etc.).

Classroom Management – Teacher and Parent contact and resolution. If 3+ repeated offenses of similar behaviors (by grade level), and no progress in partnering with parents/guardians, involve Administration.

EXAMPLES OF LEVEL 1 OFFENSES

- Not following directions
- Non-compliance
- Class disruption; out of seat, excessive talking, off task, or interrupting
- Wandering
- Defiance, disrespect, or disobedience
- Running in hallways
- Dress Code violation
- Unprepared
- Missing homework
- Shutting-down
- Sleeping
- Cheating, lying, or plagiarism
- Name-calling
- Teasing, put-downs, mocking, or back-talking
- Minor language infraction
- Inappropriate laughing, sneering, eye-rolling, or backtalk
- Derogatory notes or pictures (non-threatening)
- Inappropriate touching/ public display of affection, or rough-housing
- Littering
- Chewing gum
- Tampering with, or misuse of classroom materials
- Minor vandalism
- Inappropriate use of technology (if destruction

of District property is involved, Administration will be involved)

Level 2 Offenses

Staff refers the student to Administration. Administration addresses the matter and makes parent/guardian contact.

EXAMPLES OF LEVEL 2 OFFENSES

- Physical aggression/fighting
- Threatening bodily harm to self or others
- Digital or written threats or messages (Save evidence)
- Harassment, including sexual harassment
- Ethnic slurs
- Drug or weapon use, sale, or possession
- Pulling fire alarm
- Leaving campus/cutting/ditching class
- Stealing, damaging, or destroying District property
- Electronic devices
- Vulgar, offensive, or obscene gestures or language

EXAMPLES OF LEVEL 2 CONSEQUENCE OPTIONS

Consequences may include, but not be limited to: Detention, Bobcat Beautification, In-House Suspension, Time-Out, Suspension, Behavior Plan, CICO, Counselor/Psych/AWARE Referral and other Tier 2 interventions and resources.

Suspension will include a Re-Entry conference with Parent/Guardian, teacher, Administrator, and relevant support staff.

Positive Rewards

Sonora Elementary School believes in encouragement, incentives, and rewards for academic and personal achievement. Recognition of excellence is done in classrooms, assemblies, and award ceremonies. Students receive recognition for academic excellence, attendance, kindness, effort and good citizenship. The following are some examples of recognition for positive behavior:

- Brilliant Bobcat Passes;
- Golden Paws;

- Phone calls to parents;
- Positive notes home;
- Classroom recognition celebrations;
- Teacher recognition;
- Class Assemblies;
- Student of the Month Recognition;
- Bobcat Spirit Points;
- Honor Roll and attendance certificates.

Code of Conduct

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

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

Behavior that will not be tolerated:

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

Inappropriate use of Social Network Site

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

■ Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in

anti-bias shall be made known to students. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 get information about helping LGBTQ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.sesk12.org/essential/ and online at www.cde.ca.gov, <https://calschls.org/about/the-surveys/>.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on page 45 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 244, 51101, 66250, 66260.6, 66270; PC 422.55, 422.6; 5 CCR 4900; BP 5131.2 February 2024]

■ Digital Communication Devices

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

■ Dress Code Policy

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

1. Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.
2. Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see-through.
3. When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities. Tops must have a strap and at no time may any part of a student's buttocks be exposed.
4. Open-toed shoes, slippers, clogs, sandals, or 'flip-flops' are allowed at school, but not appropriate for multiple school activities. If a child wears these shoes to school, they will not be allowed to play on the play structures that have bark/wood chips on the ground. In addition, these shoes are not appropriate for Physical Education (P.E.) class and the students shall not run in these shoes.
5. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, field trips, and other activities. No hats or hoods shall be worn in class. Bare feet or wheeled-shoes are not permitted at any time.

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

■ Athletic / Sports Team Eligibility Grades 6-8

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

■ Discipline Offenses & Consequences

The failure of the student to obey school rules, to not act or behave with responsibility, respect or safety in mind will result in an intervention with a staff member on campus. This intervention could be counseling, warning, or a behavioral citation.

In the event of a behavioral citation, a disciplinary action below could be administered, depending on severity of the infraction and/or the frequency the student has violated the school rule(s),

- Warning
- Parent Contact
- Counseled
- Loss of Privileges
- Loss of Recess
- Time-Out
- Lunch Detention
- After School Detention
- Bobcat Beautification
- Restorative Projects
- Suspension

Demerit System – Grades 6-8

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

Point Total	Consequence
2	Recess Detention (+1 for each additional assigned)
4	Lunch Detention (+2 for each additional assigned)

Point Total	Consequence
6	After School Detention (+3 for each additional assigned)
8	Time-Out
12	In School Suspension (+6 for each additional day assigned)
12	Out of School Suspension (+6 for each additional day assigned)

Point Total	Consequence
2	(1st Offense) Possession/Use of Cell Phone Possession/Use of Ear Buds WARNING
4	(2nd Offense) Lunch Detention/ Parent Pick-up Device
6	(3rd Offense On) Lunch Detention/After School Detention/Parent Pick-up Device

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

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

■ Restrooms

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

■ Safety

Maintaining a safe and healthy campus is a

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

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

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

Video Surveillance System

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

■ Pets

Pets are only allowed at school when teachers request them for a unit of study and must have the

teacher's permission. All pets approved by a teacher must be caged.

■ Safety Beyond School

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

Safe Gun Storage

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

Water Safety / Drowning Danger

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

When a district has an event in or near a swimming pool that is not part of an interscholastic athletic program, they are required to have at least one adult present that is certified in cardiopulmonary resuscitation. [EC 35179.6]

Use of Synthetic or Counterfeit Drugs

Use of any drugs, including synthetic drugs such as fentanyl, that are not prescribed for you by your physician are potentially very dangerous. Fentanyl accounted for more than 80 percent of

the drug-related deaths among youth in California in 2021. It is 50 times more potent than heroin, and 100 times more potent than morphine. Many counterfeit drugs are sold on the street as if they were known name-brand or generic drugs; and many of them may contain fentanyl or other dangerous synthetic drugs. Social media (i.e. TikTok, Whatsapp, Snapchat, etc.) is often the source of misinformation about synthetic drugs. [EC 48980, 48985.5]

DISCIPLINE

■ Civility

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

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

■ Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not

returned. Parents' or guardians' liability may be as much as \$25,100 in damages and another maximum of \$13,800 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Vandalism

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

■ Drugs, Alcohol, and Tobacco

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

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

Possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or 30 hours of

community service except for members of the military.

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as "e-cigarettes" or "vaping"). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

■ Impersonation on the Internet

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

■ Grounds for Suspension or Expulsion

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

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

Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) (1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise

willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
- (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

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

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

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

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

- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that

age, or for a person of that age with the pupil’s exceptional needs.

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

fact that they are truant, tardy, or otherwise absent from school activities.

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

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

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

■ **Mandatory Suspension / Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety

Code, except for i) the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; ii) over-the-counter medication for medical purposes; or iii) medication prescribed for the pupil by a physician.

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

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

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

■ **Student Search**

The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the District may use drug-sniffing dogs if available. Employees shall

not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

■ **Release of Student to Peace Officer**

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

PROTECTIONS, COMPLAINTS AND PROCEDURES

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

■ **Nondiscrimination / Harassment**

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

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services,

and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

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

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

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

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board

policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. [BP 5145.3 September

2024; EC 17585, 200-270, 33353, 35292.5, 48900.3, 48900.4, 48900.5, 48904, 48907, 48950, 48985, 49020-49023, 49060-49079, 51204.5, 51500, 51501, 60010, 60040-60052; 5 CCR 432, 4600-4670, 4900-4965; CC 1714.1; GC 11135; PC 422.55, 422.6; Title VI; Title VII; Title IX; § 504; ADA; 20 USC 1681-1688; 42 USC 6101-6107; 28 CFR 35.107; 34 CFR 100.3, 104.7, 104.8, 106.1-106.82, 106.3, 110.25, 99.31]

Sex Discrimination and Sex-Based Harassment

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy.

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report

the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 – Sex Discrimination and Sex-Based Harassment.

Instruction / Information

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

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based 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 sex discrimination or sex-based harassment under any circumstance;
3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or 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 sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based 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 sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students;
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based 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 sex discrimination or sex-based harassment complaint continues;
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation.

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based 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 sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 September 2024; EC 200-270, 220.1, 220.3, 220.5, 35292.5, 48900, 48900.2, 48904, 48980, 48985, 49060-49079; 5 CCR 432, 4600-4670, 4900-4965; CC 1714.1, 51.9; GC 12950.1; FERPA; Title VI; Title VII; 20 USC 1092, 1221, 1681-1688; 34 USC 12291; 42 USC 1983; 34 CFR 106.1-106.82]

Discrimination, Harassment, Intimidation, or Bullying Complaints

The District prohibits the following, and shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, historically associated racial traits, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, exceptional needs, neurodivergence, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program, categorical program, federally

funded program, or activity that receives or benefits from state financial assistance.

District is committed to equal opportunity for all individuals in education and in employment. The District shall promote programs that ensure non-discriminatory practices in all District activities. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.sesk12.org/essential/ucp/. You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. If you want further details in this regard, or if you believe you or your child(ren) have been subjected to the above and wish to file a complaint, please contact the District official responsible for compliance with Title V, Title VI, Title IX, § 504, and Uniform Complaints. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

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

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: accommodations for pregnant, parenting, and lactating students; adult education; after school education and safety; American Indian education; bilingual education; State Program for Students of Limited English Proficiency; career technical education/training, agricultural career technical education, and ROP programs and centers; child abuse; civil rights guarantees that receive state or federal financial assistance; course content; classroom curriculum; textbook or supplemental instructional material; tenth-grade counseling; ESEA (Titles I-VII); student achievement plans;

intersession; State Compensatory education; special education; foster youth, homeless youth, juvenile court youth, and newcomer students; migrant education; discrimination, harassment, intimidation, and bullying; physical education (including instructional minutes grades 1-6); nutrition services; student fees; LCAP; Consolidated Categorical Aid; Economic Impact Aid; school improvement; safe place to learn; school safety plan; School Safety and Violence Prevention Act; tobacco-use prevention education; child development; State Preschool programs; Early Childhood Education Program Assessments; Peer Assistance and Review; Williams Settlement issues and other areas designated by the District. [EC 200-212.6, 220-220.5, 221.61-221.8, 222-222.5, 230-231.5, 234 et seq., 244, 260-262.4, 35186, 48645.7, 48853-48853.5, 48987, 49010-49016, 49069.5, 51210, 51222, 51223, 51225.1-51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; CC 51-52; GC 11135; 5 CCR 4600-4687, 4900-4965, 15580-15584; 20 USC 11431-11435; FERPA; EOA; Title VI; Title VII; Title IX; § 504; IDEA; ADA; 34 CFR 106.9]

District's Uniform Complaint Process

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

Those complaining (Complainants) are protected from retaliation and their identities are

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

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
2. You may contact the UCP Officer to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.
4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results, the complainant then has 15 days to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to, injunctions and restraining orders.

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

American Civil Liberties Act 504: Office of Civil Rights

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

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

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

General Education: this school district

Health and Safety/Child Development: Department of Social Services

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

[EC 235, 244, 262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600, 4620-4632; 20 USC 11138; 34 CFR 300.510-511, 300.513]

■ Williams Settlement Complaints

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

Williams Settlement complaint procedure

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

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.

3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the District is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe.
8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

■ Further Information is Available

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

DISTRICT FACILITIES

■ Asbestos-Containing Material

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

The District initiated an asbestos compliance program in 1989. In the past 12 months, no areas were noted at any site that required any action other than normal maintenance and custodial care.

No asbestos abatement activities are planned for the coming year. If you have any questions about the asbestos program or the AHERA legislation, please contact the District Office at (209) 532-5491.

■ Lead Poison

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

■ Pesticide Use

The District is providing parents the name of all pesticide products expected to be applied at school facilities this school year. Only fully certified pesticides can be used on school grounds. The identification includes the name and active ingredients. The school's Integrated Pest Management Plan (IPM) is updated by July 1 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.sesk12.org/essential/.

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

Product Name	Active Ingredient(s)
Ace Wasp Killer . . .	Lambda-Cyhalothrin, Prallethrin
Hot Shot Spectrum	Lambda-Cyhalothrin
Terro Ant Killer	Sodium Tetraborate

Sonora Elementary School District

2025-2026 School Calendar



JULY 2025

M	Tu	W	Th	F
	1	2	3	L 4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

OCTOBER 2025 (23)

M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY 2026 (19)

M	Tu	W	Th	F
			L 1	2
5	6	7	8	9
12	13	14	15	16
L 19	20	21	22	23
26	27	28	29	30

APRIL 2026 (18)

M	Tu	W	Th	F
		1	2	3
6 *	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

AUGUST 2025 (9)

M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 2025 (13)

M	Tu	W	Th	F
3	4	5	6	7
10	L 11	12	13	14
17	18	19	20	21
24	25	H 26	L 27	H 28

FEBRUARY 2026 (18)

M	Tu	W	Th	F
2	3	4	5	6
L 9	10	11	12	13
L 16	17	18	19	20
23	24	25	26	27

MAY 2026 (20)

M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
L 25	26	27	28	29

SEPTEMBER 2025 (21)

M	Tu	W	Th	F
L 1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER 2025 (15)

M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	H 24	L 25	26
29	30	H 31		

MARCH 2026 (20)

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE 2026 (4)

M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	L 19
22	23	24	25	26
29	30			

IMPORTANT DATES:

○	First Day of School — 8/19
L	Labor Day — 9/1
L	Veterans Day — 11/11
	Thansgiving Break — 11/24-28
	Winter Break — 12/22 – 1/2
L	Martin Luther King Jr Day — 1/19
L	Lincoln's Day — 2/9
L	Presidents' Day — 2/16
	Spring Break — 3/30 – 4/3
	Snow Make-Up Day (if needed) — 4/6
L	Memorial Day — 5/25
○	Last Day of School — 6/4
L	Juneteenth — 6/19

MINIMUM DAYS: 25

Professional Development
Every Friday before a Break
TK / K Orientation Night — 8/15
Back to School Night (5-8) — 8/20
Back to School Night (1-4) — 8/21
SHS Homecoming — 10/10
Parent Teacher Conferences — 10/14-16
Parent Teacher Conferences — 12/2-4
Open House — 5/21

END OF TRIMESTERS:

Trimester 1 — 11/13
Trimester 2 — 3/3
Trimester 3 — 6/4

	School Recess
L	Legal Holiday
	Teacher Workday
○	First / Last Day
	Minimum Day
*	Snow Day (4/6)

Approved: 4/9/25

Calendar dates are subject to change.

Please see the District's website for current information, www.sesk12.org