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NEW HAVEN UNIFIED SCHOOL DISTRICT

34200 Alvarado-Niles Road
Union City, CA 94587
(510) 471-1100
www.mynhusd.org

Board of Education

The Board of Education meets at 6:30 p.m. on the first and third Tuesday of each month at the Educational Services Center, 34200 Alvarado-Niles Road. Meetings are televised live in Union City on Cable Channel 27.



*Board Members (from left): Sarabjit Cheema, President;
Sharan Kaur, Clerk; Linda Canlas, Lance Nishihira, Jeff Wang*

Schools in the New Haven Unified School District

ELEMENTARY SCHOOLS

Alvarado Elementary

31100 Fredi Street
Union City, CA 94587
(510) 471-1039
Eric Barron, Principal

Delaine Eastin Elementary

34901 Eastin Drive
Union City, CA 94587
(510) 475-9630
Carla Victor, Principal

Guy Emanuele Elementary

100 Decoto Road
Union City, CA 94587
(510) 471-2461
Clinton Puckett, Principal

Hillview Crest Elementary

31410 Wheelon Ave.
Hayward, CA 94544
(510) 471-5720
Jessica Lange-Brar, Principal

Tom Kitayama Elementary

1959 Sunsprite Drive
Union City, CA 94587
(510) 475-3982
Mikey McKelvey, Principal

Pioneer Elementary

32737 Bel Aire Street
Union City, CA 94587
(510) 487-4530
Jeannette Alday, Principal

Searles Elementary

33629 15th Street
Union City, CA 94587
(510) 471-2772
Raquel Bocage, Principal

MIDDLE SCHOOLS

Cesar Chavez Middle

2801 Hop Ranch Road
Union City, CA 94587
(510) 487-1700
Ramon Camacho, Principal

Itlliong-Vera Cruz Middle

31604 Alvarado Blvd.
Union City, CA 94587
(510) 489-0700
Heather Thorner, Principal

HIGH SCHOOLS

James Logan High

1800 H Street
Union City, CA 94587
(510) 471-2520
Abhi Brar Principal
Mary Rodriguez, Vice Principal

House Principals:

House 1: Kim Nguyen
Eric Shawn

House 2: Rania El-Sioufi
Yvonne Hull

House 3: Alicia Elbert
Ron Polk

Conley-Caraballo High

Alternative Education & Continuation
541 Blanche Street
Hayward, CA 94544
(510) 471-5126
Rosa Nieto, Principal

New Haven Adult School

600 G Street
Union City, CA 94587
(510) 489-2185
Jessica Wilder, Principal

Decoto School for Independent Study

600 G Street
Union City, CA 94587
(510) 489-2185
Grace Kim, Coordinator, Independent Study

*This handbook has been translated to Spanish and Tagalog and is available on our website.
Este manual está traducido al español y tagalo y está disponible en nuestro sitio web.
Ang handbook na ito ay isinalin sa Espanyol at Tagalog at ito ay magagamit sa aming website sa.*

<http://www.mynhusd.org>

Front cover design courtesy of *Ruth Bekele, Logan Class of '18*

A Message from Superintendent Dr. Arlando Smith



Dear Students, Parents and Community Members;

Welcome to another school year!

Our world is changing at an incredibly fast pace. Schools are faced with the challenge of trying to keep up with the pace of change. This is a daunting challenge, to say the least, made more difficult by having to confront the work ahead without the necessary financial support from the state. Yet, our community can be proud of the time and energy our staff puts in with the sole purpose of providing a high quality education to all of our students.

The education world is constantly playing catch up. Study after study has shown a discrepancy among today's' students. They prefer to use technology to study. To them learning doesn't only happen at school. Learning takes place any time throughout the day. Today's' students prefer to engage in projects based approaches to learning and understanding. Their need for alternative methods to complete tasks presents challenges when using traditional measurements to define productivity. Technology is a tool to find information "Google it" is a way of life. They are connected socially in ways like never before. If we stop and think about it, social media, such as Facebook and Twitter, first came to fore in 2006. The first iPhone appeared on the market in 2007. We hear often the terms "social networking". Today's students are networked. In schools we use the term "collaborate". It would hard to imagine any prior generation of students being more collaborative than the current generation. From video games to social networks they meet and confer online with like-minded people all over the world. Reports after report point out that today's students are more tolerant of other races and religions and sexual orientation.

As the demands of the 21st century change, so have our students. It is for this reason that our Vision 2025 is critical. Vision 2025 is our commitment to ensuring that ALL students are College, Career and Life Ready by 2025. Our responsibility is to guarantee that each student has all options available to her or him when they leave our system. We have made significant progress towards becoming a 21st century school district, educating and preparing students for what lies ahead of them. Yet, to receive a 21st century education, it is incumbent upon all of us to navigate the challenges we face and adapt to our number one resource - our students.

In New Haven we have taken the approach of building on assets. Rather than being a district strictly focused on asset building, our methodology is to identify assets already in place and to enhance those. When we think of 21st century education, the first thing that comes to mind is technology, yet there is more to it than that. New Haven is committed to incorporating the 5 C's of 21st century education into all aspects of our work; Critical Thinking, Communication, Creativity, Collaboration and Cultural Competence are the five imperatives deemed necessary for success in the global environment. Based on multiple resources, students have features of the 5 C's already. We have the responsibility to identify the traits already present, deem them as assets, and figure out ways to incorporate what they have into what they need. We must do this for all students.

When we compare what is to what is needed, the task seems daunting. California, nor the country, have never made a full on commitment to ensure that all students receive the high quality education they are entitled to. Students must learn how to collaborate and how to work in teams, as educators we must learn out to tap into the fact that many students are already doing this. Students must be able to think critically. They must know how to be a discriminating reader, discerning fact from fiction, (Just because it's on the internet does not make something a fact.) and be problem solvers. As educators we must place students in situations where critical thinking and problem solving are required. Having good oral and written communication skills are essential. Understanding how to use technology for multiple purposes; communication, research, and analysis. It is one thing to be able to communicate via text message, but the workplace requires a different a type of communication. Students must know the difference.

In order to meet these expectations, we have three key areas of focus: 1) Equity and Access 2) College, Career and Life Readiness, and 3) Engagement and Personalization. We accept the challenge as a district. Each of the three areas will be addressed differently at various stages of a student's career. TK through second grade have established a set of expectations. Expectations in Grades 3-5 will build on the work of the earlier grades, while Grades 6 – 8 and grades 9-12 will continue the process. At each transition point students will be prepared for the next level.

Vision 2025 is more than words. Vision 2025 is more than something that sounds good and looks good on the school walls and school bulletin boards. Vision 2025 is Mission Critical for our community, our state and our country. I would like nothing more than to have the state and country hold the same passion for Vision 2025 as we have. Currently that is not the case. At a minimum Vision 2025 should be an expectation for our community, our City, our District. All associated with New Haven in any form or fashion should hold as a value delivering the highest quality of education to ALL students. The state has continually come up short by not living up to its requirements. The country has come up short. Within our local community we cannot afford to come up short. With the continued support of parents, students, and all of our employees, I am beyond confident we can achieve the vision we have set forth.

Sincere best wishes,
Dr. Arlando Smith
Superintendent

Things to Know for 2018-2019

New Site Administrator for 2018-2019

Alvarado Elementary School will have a new administrative team to start the 2018-19 school year. **Marcus Lam**, the long-time principal of AES has accepted a position at the district office as the Director of Pupil Services. Replacing Mr. Lam will be **Mr. Eric Barron**. In addition, Alvarado Elementary will have a new assistant principal for the 2018-19 school year. **Ms. Megan Foster**, formerly the RSP teacher at Conley-Caraballo High School, will be taking over the AP office from **Pat Urbi** who chose to return to teaching this year. Stepping up to the role of assistant principal for Emanuele Elementary is **Stella Castillo**, most recently from the District's English Language Services Department.



- James Logan High School Stadium Entry Structure & Bleacher Modifications

Future Projects:

- District Wide Technology Upgrade
 - (Devices/Peripherals/Infrastructure)
- Deferred Maintenance (ongoing)
- Bond Projects Administration.
- Modernization Projects (as per Facilities Master Plan):
 - Anticipated Completion: Fall 2020
 - Pioneer Elementary
 - Searles Elementary
 - 21st Century Learning Environments:
 - Anticipated Completion: Fall 2019
 - Alvarado Elementary
 - Cesar Chavez Middle School
 - Anticipated Completion: Fall 2020
 - Pioneer Elementary
 - Searles Elementary
- Enhancements to other sites and Educational Services Center.

District Construction Projects

In November of 2014, Measure M was passed by District voters by more than a two-to-one margin with 5,675 votes, securing over 67% voter approval. The District is thankful to the Board for its leadership and support in this effort and also thanks all the community members and other stakeholders for their unwavering support and commitment.

Projects:

The following Board approved projects were completed in 2015-16, 2016-17, & 2017-18:

- Emergency Domestic Water Re-Piping at Searles Elementary School
- Multiple roof repair and replacements at James Logan High School
- Parking Lot Expansions at Alvarado Elementary & Hillview Crest Elementary Schools.
- State of the Art Track & Field at James Logan High School
- Solar Projects at the following sites have been completed:
 - Alvarado Elementary
 - Delaine Eastin Elementary
 - Cesar Chavez Middle
 - Hillview Crest Elementary School
 - Guy Emanuele Elementary School
 - Itliong-Vera Cruz Middle School
 - James Logan High School
 - New Haven Adult School
 - Educational Services Center
 - Mary Cordoza Central Kitchen
- 21st Century Learning Environment at Itliong-Vera Cruz Middle School
- Freezer Replacement at James Logan High School
- Play Structure at Pioneer Elementary
- Parking lot resurfacing:
 - Cesar Chavez Middle School
 - Delaine Eastin Elementary
 - Guy Emanuele Elementary School
 - Educational Services Center
 - New Haven Adult School

The following projects are slated to be completed during the Summer/Fall of 2018:

- Solar project at Barnard-White Middle School campus

Oversight Committee:

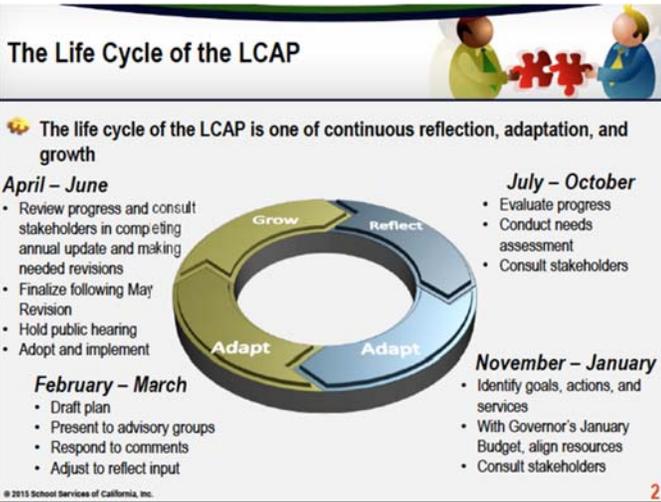
The Measure M Citizens' Bond Oversight Committee's legal charge is to inform the public about the expenditure of bond proceeds. The committee is not granted any powers to determine how bond funds may be spent. The citizens' committee is charged with ensuring that bond revenues are only spent for the specific projects, and that no funds are used for any teacher or administrator salaries, or for other school operating expenses. The committee is also charged with advising the public if this is not done.

The District's auditors have performed the Annual Proposition 39 Financial and Performance of the 2014 General Obligation Bond, Measure M. The auditor's opinion is that the 2014 General Obligation Bond, Measure M financial statements present fairly, in all material respects and that the District has expended funds only for specific projects approved by the voters.

Local Control Accountability Plan (LCAP)

California's Local Control Funding Formula (LCFF) provides funding to school districts. New Haven Unified receives Base and Supplemental funding, with Supplemental funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students. The Local Control Accountability Plan shows how these funds will improve student outcomes and performance for all students - especially English learners, low-income students, and foster youth.

In New Haven, we have formed the Guiding Coalition/LCAP Committee whose task is to serve as an advisory group, providing input into the development of the LCAP. Members include teachers, parents, classified staff, students, community members and administrators. The Guiding Coalition meets three to four times a year, and follows the LCAP Life Cycle.



Site Teachers of the Year and Classified Employees of the Year for the 2018-19 school year can be found below:

Teachers of the Year

- Laura Cox, Eastin Elementary School
- Julie Miranda, Emanuel Elementary School
- Jerrilyn Reynoso, Hillview Crest Elementary School
- Legratta Banks, Kitayama Elementary School
- William Herbert, Pioneer Elementary School
- Leah Galbraith, Searles Elementary School
- Scott Wagner, Ithing-Vera Cruz Middle School
- Peter Quesinberry, Cesar Chavez Middle School
- Jodie Schwartzfarb, James Logan High School
- Sharyl Larson, Conley-Caraballo High School
- Rochelle Thorne, Decoto School of Independent Study
- Jay Hendee, New Haven Adult School

Classified Employees of the Year

- Marivic Galang, Alvarado Elementary School
- Eladio Soria, Eastin Elementary School
- Rosie Romero, Emanuel Elementary School
- Carolina Miller, Hillview Crest Elementary School
- Jose Espinoza, Kitayama Elementary School
- Rosie Thompson, Pioneer Elementary School
- Elizabeth Zambrano, Searles Elementary School
- Hebrew Carcallas, Ithing-Vera Cruz Middle School
- Mary Ramirez, Cesar Chavez Middle School
- Maria Antonieta Barriguete, James Logan High School
- Sofia Castillo, Conley-Caraballo High School
- Uttara Pandya, Decoto School of Independent Study
- Jo Hendee, New Haven Adult School
- Paula Hague, Educational Services Center
- Mary Feeney, Corporation Yard
- Tahnie Henriquez, Mary Cordoza Center

In 2018-2019, the Guiding Coalition will conduct a needs assessment by examining 2017-18 data to determine areas of highest need and then begin the process of updating the LCAP for the 2019-20 year. The team will meet in November, February and April. Input is also solicited at School Site Council Meetings and District English Language Advisory Meetings.

If you are interested in joining the Guiding Coalition, please contact Christyal Salinas: csalinas@nhusd.k12.ca.us or at (510) 471-1100, extension 60403.

Employees of the Year

Legratta Banks, Science teacher at Kitayama Elementary School, is the New Haven Unified School District's Teacher of the Year for 2018-19. Paula Hague, Computer Operations Specialist at the Educational Services Center, is the Classified Employee of the Year.

Nondiscrimination Statement

(Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq.) The New Haven Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact: Marcus Lam, Director of Pupil Services at (510) 476-2625, mmlam@nhusd.k12.ca.us, or 34200 Alvarado Niles Rd, Union City, CA 94587



The Union City Family Center, a program of NHUSD since 2012, is a partnership of families, schools, community, and public and private organizations working together to promote “cradle to retirement” success.

The Union City Family Center is located on the campus of the former NHUSD Barnard-White Middle School campus. Community members and families can access food, clothing, basic needs and assistance with connecting to services. Parents can enroll their children in the Kidango preschool program; receive financial coaching, tax assistance and information on credit repair, savings match programs, peer lending circles and debtor rights through “SparkPoint,” in collaboration with the Fremont Family Resource Center. Additionally, the pre-apprenticeship job training program, in collaboration with the Cypress-Mandela Training Center and other partners, is in operation on this campus.

OUR APPROACH:

Improve **ACADEMIC ACHIEVEMENT** by creating opportunities to enable all students to reach their highest aspirations (i.e., ***The ZONE After School and Summer Programs ~ see details below).

STRENGTHEN THE COMMUNITY by actively promoting equity and social justice through community and family engagement; supporting families’ confidence and capacity to address their own needs by building on their strengths, assets, and capacity for resilience.

Improve **HEALTH AND WELLNESS** by creating a pipeline of seamless support from birth through college, addressing essential needs and well-being, health and behavioral health, and growth and development.

Work together with other agencies and the community to maximize our **COLLECTIVE IMPACT** on youth, families, and the community.

Funding for the Union City Family Center and its programs comes from a variety of sources, including LCFF Supplemental Funds, First 5 Alameda County’s Neighborhoods Ready for School Grant, Alameda County Health Care Services Agency, 21st Century Community Learning Centers Grant, the City of Union City, Kaiser Permanente Community Benefit Program, Fremont Bank, New Haven Schools Foundation, The East Bay Community Foundation Despeaux Good Works Fund, private donations and fundraising.

The Union City Family Center is continuing to build partnerships and seek additional funding to implement activities. For more information or to become a partner or funder, contact Executive Director Nancy George (510) 476-2770 ext. 62750 or ngeorge@nhusd.k12.ca.us, visit the Union City Family Center at 725 Whipple Road, or visit our website at www.unioncityfamilycenter.org.

The ZONE after school programs at Cesar Chavez Middle School, Emanuele Elementary and Searles Elementary serve more than 360 youth daily (since 2012). The program provides targeted supplemental instruction to accelerate learning, some homework assistance and tutoring, and supports students’ socio-emotional development.

The ZONE summer programs available at UCFC sites (EML, SEA, CCMS) to grades TK-4, and 5th graders transitioning into middle school. (NOTE: The ZONE After School Programs are a part of Union City Family Center initiatives and supported by federal grant funds provided through 21st Century Community Learning Center program, as well as generous in-kind support from New Haven Unified School District. This grant funding brings with it many rules and requirements regarding program hours and student attendance. Due to limited availability of funding, programs may have enrollment restrictions and may not be able to serve all students/families who wish to participate. Priority for enrollment is based on student intervention need as determined by assessments and teacher or administrator referral, and continued enrollment is contingent on students meeting regular attendance and behavior expectations. In the event that a program is oversubscribed, the school will maintain a wait-list.)

For information regarding the ZONE after-school program, contact the Family Center Manager, Jennifer Hawkins, at jhawkins@nhusd.k12.ca.us.

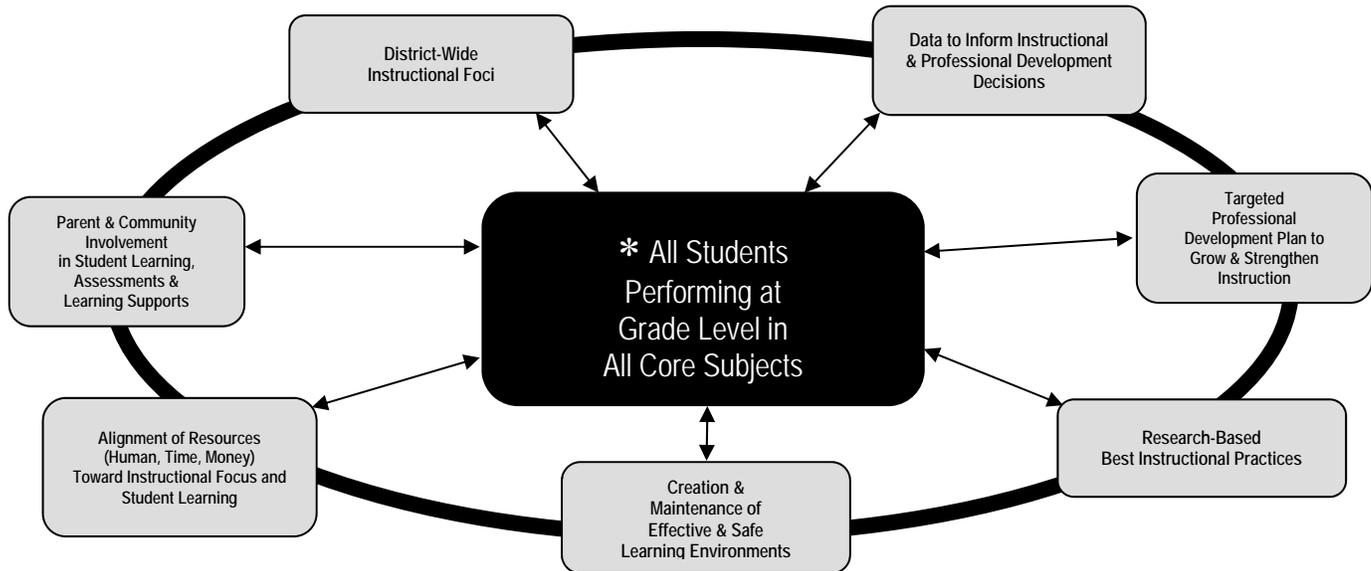
As the 2018-19 school year begins, the following have joined New Haven Unified as contributing partners with the Union City Family Center:

- | | | |
|--|---|--|
| 1. Abode Services | 13. East Bay Regional Parks | 25. Safe Passages |
| 2. Alameda County Board of Supervisors | 14. First 5 Alameda County | 26. Safe Routes to School |
| 3. Alameda County Office of Education | 15. Fremont Family Resource Center/City of Fremont Human Services Department | 27. South Bay Community Church |
| 4. Alameda County Health Care Services Agency Center for Healthy Schools and Communities | 16. Genesis | 28. SparkPoint Fremont FRC |
| 5. Centro de Servicios | 17. Kidango | 29. Tiburcio Vasquez Health Center |
| 6. City of Union City | 18. La Familia | 30. Tri-CED Recycling |
| 7. Collaborating Agencies Responding to Disasters | 19. Mental Health Association of Alameda County, Family Education Resource Center | 31. The Village Method |
| 8. Compassion Network | 20. New Haven Adult School & Migrant Education Program | 32. Union City Youth & Family Services |
| 9. Congregations Organizing for Renewal (COR) | 21. New Haven Schools Foundation | 33. Union City Community & Recreation Services |
| 10. Cypress-Mandela Training Center | 22. New Haven Unified School District | 34. Union City Police Explorers |
| 11. Daily Bowl | 23. Resonate Movement | 35. United Way of the Bay Area |
| 12. East Bay Community Foundation | 24. Safe Alternatives to Violent Environments | 36. YMCA |

Teaching and Learning

In order to meet the District goal of providing a high quality education for all students, the Division of Teaching and Learning in collaboration with multiple stakeholders through the LCAP process has established the following three goals:

- to ensure all students are college, career and life ready;
- to personalize learning in order to engage all students; and
- to provide equity and access to all students and families to support safe, caring and more personal learning environments.



* By incorporating our Local Control Accountability Plan (LCAP) with our Comprehensive Strategic Planning Framework made up of Seven Essentials our focus is *"All Students Performing at Grade Level In All Core Subjects"*.

LCAP Goal 1 ~ to ensure all students are college, career and life ready

To become an effective 21st Century learning organization, we need to increase the number of students who are college, career and life ready. New Haven Unified's College and Career Readiness Strategy begins with implementing the common core and ELD standards, with a focus on critical literacy across the curriculum; reading, writing, listening and speaking; and revamping math instruction to include Habits of Mind and Habits of Interaction. Teachers throughout the district have created common core units of study using the Rigorous Curriculum Design (RCD) process. The units are revised and updated annually. The district is also investing in efforts to increase services and supports available to help students graduate College and Career Ready. These include additional access to interventions in small groups; additional support for flexible credit options, and enrichment; STEM courses at James Logan High School and both middle schools; and providing greater access to Advanced Placement coursework and exams.

LCAP Goal 2 ~ to personalize learning in order to engage all students

Our second goal is to personalize learning in order to engage all students. To do this, we will continue to support staff to incorporate the 5 C's (Collaboration, Communication, Critical Thinking, Creativity and Cultural Competence) into instruction. Personalized learning has been a focus for New Haven Unified School District over the last several years, with staff receiving professional development on a variety of personalized learning structures and formats. We are expanding Ethnic Studies into the middle and elementary schools. We will continue to support the development of Personalized Learning Plans (PLP) at our middle and high schools. Counselors play a critical role in supporting these efforts, including Puente Counseling. The Grading and Assessment Task Force will continue to meet in order to ensure that equitable grading practices are implemented throughout the district.

LCAP Goal 3 ~ to provide equity and access to all students and families to support safe, caring and more personal learning environments

The third goal in Teaching and Learning is to provide equity and access to all students and families to support safe, caring and more personal learning environments. We will provide services and link our parent community to outside resources to address needs relating to family stabilization, school success, attendance and socio-emotional learning. Our Kids' Zone outreach and services provides the district infrastructure to conduct these activities. In order for all students to graduate college, career and life ready, we must effectively engage families and build their capacity to support student achievement and school improvement. We want to enhance parent involvement in School Site Councils to assist in the development of school site's Single Plans for Student Achievement (SPSA). Parents are involved in our English Language Advisory Committees (ELAC), District English Learner Advisory Committees (DELAC), Academic Parent Teacher Teams (APTT), Equity Councils, Coordination of Services Teams (COST), and at parent educational opportunities. Specifically to engage parents of Students With Disabilities, we have a Community Advisory Committee (CAC) which meets 5 times per year in order to plan activities for parents.

Common Core/ELD State Standards

The New Haven Unified School District is committed to providing all students a high-quality education through rigorous instruction based upon the California Common Core State Standards (CCSS) / English Language Development (ELD) Standards. In our system, teachers use these standards to plan and deliver instruction and assess student learning. Teachers use assessments to monitor student growth towards mastery of the standards and to inform next steps in the teaching-learning cycle.. (See *Measures of Academic Progress* below).

New Haven Unified, and other California districts, are continuing the process of implementing the CCSS/ELD standards. These rigorous standards are fewer in number than the previous California State Standards but are deeper and more coherent, emphasizing critical thinking, text complexity, collaboration and processing skills. Educational experts from throughout the country designed the standards, to provide teaching and learning coherence across the nation and to ensure that all students are college - and career-ready as they leave the system. More information about the CCSS is available on the California Department of Education website (www.cde.ca.gov/re/cc).

In order to ensure access to the Common Core State Standards and the English Language Development Standards, staff members have been working to develop and implement Common Core Units of Study. These Units of Study are linked to the district website AT <http://www.mynhusd.org/> "Departments and Services", "Teaching and Learning", "Common Core Units of Study

Testing and Assessments

(*EC § 60615, 5 CCR § 852*): Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

Smarter Balanced Assessments: The assessments through the CAASPP System (California Assessment of Student Performance and Progress) are intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments are computer adaptive, these assessments will also provide better information about the needs and successes of individual students.

During the Spring of 2018, students in grades 3-8 and 11 took the Smarter Balanced Assessments in English/Language Arts and Math. Individual Student Score reports will be sent home over the summer to inform parents of their student's results. More information on how to interpret student score reports can be found at: <http://www.cde.ca.gov/ta/tg/ca/caasppsrinfo.asp>

A new assessment is being formulated to assess the Next

Generation Science Standards. Last Spring, students in grades 5, 8, 11, and 12 (CCHS and DSIS) took the latest field test. No student results will be given from that test. The information will be used to determine valid question types moving forward.

Measures of Academic Progress: Students in grades 1-8, students at Conley-Caraballo High School, and English Learner Students at grades 9-12 will take the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments two-three times during the school year. These computer-adaptive assessments are used to measure individual student progress or growth in school. Principals and teachers use these test scores to keep track of progress in basic skills in the areas of reading, language usage and mathematics. Students in grade 5-8, may also take the assessment in Science. The school staff develops a more comprehensive instructional program for our students by using the data from this benchmark assessment.

English Language Proficiency Assessment : The English Language Proficiency Assessments for California (ELPAC) will be administered to students in grades K-12 whose home language is not English. The purpose of the test is to determine each child's level of English proficiency. If a child is designated as an English Learner, the test is given annually to assess his or her progress toward becoming fluent in English.

NOTE: State law requires that all students be taught English by being taught in English. However, this requirement may be waived by parents with prior written informed consent, which shall be provided annually, under specified circumstances. See your school principal for further information. (Education Code Section 310)

Physical Fitness Test: A physical fitness assessment is given to students in grades 5, 7, and 9 each spring. The test measures student performance on a variety of physical fitness tasks and determines whether or not the student is in the "Healthy Fitness Zone."

Language Acquisition Programs

The New Haven Unified School District offers two language acquisition programs.

Structured English Immersion (SEI)— A language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development and access to grade level academic subject matter content. SEI is offered at all school sites.

Two-Way Dual Language Immersion (TWDL)— A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of a Target language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to 12th grade. Initially, 80% of instruction is in the Target language and 20% is in English. This should transition to 50% of instruction in English and 50% of Target language by 5th grade. For the 18-19 school year, a Spanish Two-Way Dual Language Immersion will be offered at Searles Elementary.

Graduation Requirements

To receive a diploma and participate in graduation, students must pass 220 units (5 units per class per semester) at James Logan High School or 190 units at Conley-Caraballo High School and the Decoto School for Independent Study (DSIS), as follows:



- 40 units (four years) of English;
- 30 units (three years) of social studies, including United States history and geography; world history, culture and geography; a one-semester course in American government and civics; and a one-semester course in economics;
- 20 units (two years) of mathematics, including Algebra I;
- 20 units (two years) of science, including one year of biological science and one year of physical science;
- 20 units (two years) of physical education;
- 10 units (one year) of visual/performing arts or foreign language, or CTE at DSIS;
- 5 units (one semester) of multicultural studies;
- 75 units of elective courses at Logan, or 45 units of elective courses at Conley-Caraballo and DSIS.

At Logan High School and DSIS, in order to receive a diploma and participate in graduation, students also must have a minimum cumulative grade-point average of 2.0 and must perform 20 hours of community service.

Students should be aware that the above are minimum requirements and that most colleges and universities have additional requirements students must meet to be considered for admission. Admission requirements for University of California and the California State University system, for example, are outlined at the bottom of the page.

California High School Proficiency Exam

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

School Accountability Report Card

Parents/guardians may request a hard copy of the School Accountability Report Card that is issued annually for each school of the District. (EC § 35256)

The reports also are available on the District website (<http://www.mynhusd.org/>). Click on Schools and scroll down and click School Accountability Report Cards.

College Admission Requirements

University of California/California State University minimum college admission requirements:

"A-G" Courses	Subject	CSU/UC Requirements
A	History/Social Science	2 years required
B	English	4 years required
C	Mathematics	3 years required (Algebra, Geometry and Intermediate Algebra), 4 years recommended
D	Laboratory Science	2 years required (Biology and Chemistry), 3 years recommended
E	Language Other Than English	2 years required, 3 years recommended
F	Visual and Performing Arts (V P A)	1 year required
G	College-Preparatory Electives	1 year required

More information about college admission requirements, and a list of District courses that have been certified by the University of California as satisfying the requirements for admission to the UC and CSU, are available at www.ucop.edu/doorways/

Students are encouraged to meet with school counselors to help them choose courses at their school that will meet college admission requirements or enroll in career technical education courses or both.

Reasonable Accommodation / 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights/nondiscrimination statute that guarantees all students equal access to their education. Section 504 requires identification, evaluation, provision of appropriate services and procedural safeguards.

Under Section 504, classroom teachers and other general education staff are responsible for providing reasonable accommodations and/or services necessary for eligible students to participate in and benefit from public education.

If a child does not require special education or is not eligible for Special Education services, he or she may be eligible for a 504 Plan. A student is eligible if he or she has a permanent, medically documented physical or mental impairment that substantially limits one or more major life activities.

Physical or mental impairments include physiological disorders, disfigurements, mental or psychological disorders, emotional or mental illness and specific learning disabilities. If the student has one of these handicaps and it impacts major life activities such as learning, the student may qualify for a 504 Plan.

If you feel your child may qualify for services under Section 504, contact your child's principal. More information can be found at the District's website: mynhusd.org under Section 504 in the Special Services section.

Promotion/Retention Policy

The Board of Education expects students to progress through each grade within one school year (Board Policy 5123). To accomplish this, instruction should accommodate the varying interests, growth patterns, and learning modalities of individual students. Additional instructional support should be included for addressing slow growth towards academic achievement.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in each student's school career, the Superintendent or designee shall identify students who are at risk of being retained in accordance with law, Board policy and administrative regulations. Students shall be identified on the basis of their achievement of grade level standards.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for academic support. Such opportunities must include a student success team meeting, and may also include but are not limited to differentiated instruction, tutorial programs, and after-school programs.

Grade 9 Enrollment for New Students: Transcripts of students enrolling in the District after eighth grade will be reviewed to determine appropriate placement.

Home Schooling

Home schooling is an option for parents of general education students in the New Haven Unified School District. The program, designed for parents who choose to educate their children at home as an alternative to the regular classroom, is open to students in kindergarten through eighth grade. Educational materials are provided by the District and home schooling families work with a supervising teacher who is credentialed and experienced with multi-grade curriculum.

Home schooling is a collaborative effort between the parent and the teacher. Each has a specific set of responsibilities, and together they will make sure the child has the best educational experience possible. There is no cost for participating families. Home schooling students are evaluated on the same subject matter as students in the District's classroom settings, and a progress report (report card) will be prepared cooperatively between the parent and the supervising teacher.

In kindergarten through fifth grade, students may participate in activities at their neighborhood school, such as physical education, science and music. In addition, sixth- through eighth-grade students may be enrolled in a maximum of two classes at their neighborhood school such as an elective, science, or PE while taking their remaining subjects through the home school program. Students may attend their neighborhood school for assemblies, field trips, dances, clubs or other special events and may participate in extra-curricular programs such as athletics.

The program is open not only to New Haven residents but also to children who live outside the District's boundaries. Out-of-district students are accepted upon administrative approval on a space-available basis with an inter-district transfer from their home district.

Information on New Haven's home schooling program is available at the Decoto School for Independent Study, 725 Whipple Rd, Union City, or by calling 476-2696.

Career Technical Education

Career Technical Education (CTE) is offered at James Logan and Conley-Caraballo high schools and through the Mission Valley Regional Occupational Program (MVROP). These college- and career-preparation courses often are linked with post-secondary advanced training opportunities and connections to college courses and programs.

CTE provides high school students with valuable career and technical education so students can:

1. Enter the workforce with skills and competencies to be successful;
2. Earn industry specific certifications;
3. Pursue advanced training in postsecondary educational institutions; or
4. Upgrade existing skills and knowledge.

Students are encouraged to meet with school counselors to help them choose courses at their school that will meet college admission requirements or enroll in career technical education courses, or both. More information is available online: www.cde.ca.gov/ci/ct, <http://www.jameslogan.org/coursecatalog> or <http://www.mvrop.org>.

Elementary Homework Guidelines

Homework for elementary (K-5) students should be approximately 10 minutes per grade level; for example, 10 minutes for first-graders, 20 minutes for second-graders, etc., **with an additional 20 to 30 minutes for reading at home.** If your child is spending two or three times this amount of time doing homework, please contact your child's teacher or school administrator.

Textbooks

Basic texts and materials are considered necessary supports of student learning. Students are issued textbooks to supplement classroom instruction. Textbooks should be covered and handled with care. To expedite finding texts that may be lost or misplaced, students should make sure their textbooks are clearly marked with their names and grade level.

Students are responsible for treating ALL instructional materials with the greatest of care. It is the responsibility of the student, parent or guardian to reimburse the school and/or District for textbooks and any materials that are lost or damaged. If the lost items are found within one year, a refund will be issued.

Use of Technology

As the District seeks to further educational excellence for all students through the use of technology and engage with parents as partners in achieving that goal, funds from the federal Race to the Top grant have afforded the opportunity to move toward a one-to-one technology approach. As part of the District's transition to 21st-century educational practice and emphasis on personalization and Project Based Learning, students are now being issued devices such as Chromebooks.

To provide for the safe use of technology by students, the Board of Education has adopted a Student Use of Technology policy (*Board Policy 6163.4*), including a Student Acceptable Use Policy. It is important that parents/guardians review this information. An addendum to the policy will address issues expected to arise as students are provided with individual devices.

Tests on Personal Beliefs

No test, questionnaire, survey or examination containing any questions about the student's or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality or religion shall be administered to any student, unless the parent or guardian is notified first in writing and gives written permission for the student to take this test, questionnaire, survey, or examination. (*Education Code Section 51513*)

Occasionally, students in grade 5 and above may be asked to participate in confidential surveys. Data collected from confidential student surveys are used for continuous improvement at the school and district level. Survey data is aggregated and provides information to inform parents, community, teachers and administrators and other stakeholders about the effectiveness of the District's Local Control Accountability Plan, the school's Single Plan for Student Achievement or other programs or initiatives.

There are no risks or benefits to students participating in confidential surveys. Survey questionnaires generally take less than 15 minutes to complete. Students do not provide names or other individual identifying information on surveys. Students may answer only the questions they feel comfortable answering and can decline to answer any question. If you do not wish your student to participate, you may simply return this form, with "opt out of surveys." There will be no penalty to the student if they choose to opt out. Student completion of the surveys indicates implied consent to the above conditions.

Drug Education

The state requires that instruction on the effects of the use of tobacco, alcohol, narcotics, dangerous drugs and other dangerous substances be given in elementary and secondary schools, appropriate to the students' grade level. (*Education Code Section 51260*)

Notice of Alternative Schools

State law authorizes all school districts to provide for alternative schools. *EC §58500* defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- 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.
- 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 parent information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. (*Education Code Section 58501*)

Special Education

Services for Students With Exceptional Needs or a Disability: State and federal law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities, ages 3 through 21 years. In the event that appropriate placement or services cannot be provided to an individual with exceptional needs, an Individualized Education Program (IEP) team may consider services in a non-public, non-sectarian school. (*EC Section 56040 et seq.*) Services also are available for students who have a handicapping condition that interferes with their equal access to educational opportunities. (*Section 504 of the Rehabilitation Act of 1973*) The District official to contact for specific information or for requests for services under Section 504 is: Sarah Kappler, Dir. of Special Services, 34200 Alvarado-Niles Rd., Union City, 94587. Phone: 471-1100, ext. 62616.

Child Find

The District is obligated to find and identify individuals with exceptional needs who reside in the District and to notify all parents of their rights pursuant to Education Code Section 56300.

Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Students also may be referred by teacher or agency personnel. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

Students are eligible for special education when assessment and evaluation results demonstrate that the degree of the pupil's impairment requires special education, adversely affects educational performance and cannot be corrected without special education and related services.

Assessment and Evaluation: When a student is referred for special education eligibility, a team from a school site or District will contact the parent and, if appropriate, develop an assessment plan.

After obtaining parental consent, assessments are conducted by qualified District staff. Parents are provided with a written report of results at an Individualized Education Program (IEP) team meeting where the IEP team will discuss and explain the results of the assessments, including: educational eligibility criteria, the adverse effect of the disability on the student's educational performance, and areas of educational need.

If the student is eligible, the IEP team shall identify goals and objectives for the student and offer an appropriate special education program or service.

Parents of eligible students will have at least one IEP meeting per year to discuss and understand their student's placement and services. Students can be withdrawn from enrollment in special education with a written request to the Director of Special Services.

Parent Rights: Parents will receive a copy of their Procedural Safeguards upon referral for assessment and at least once per year. Parents have a right to disagree with all or a portion of an IEP or an evaluation. When disagreements occur, parents can refer to their Procedural Safeguards and should contact the site staff or the Director of Special Services. Parents wishing to request an independent educational evaluation for their student should refer to the Guidelines for Independent Educational Evaluations, available by request from the Department of Special Services. Copies of this can be found on our website at mynhusd.org

Programs and Services

The District provides a full continuum of special education programs and services. Each school has a Resource Specialist Program (RSP) to provide case management, consultation and specialized academic instruction for students with these services on their IEP. For students requiring very specialized instruction, the District has Special Day Class programs at all grade levels. Each student's IEP is crafted to meet the individualized needs of that student. Some programs may be available only at specific school sites or regionally. For further information, contact the Department of Special Services.

Transportation: Per Ed Code 41850(b)(d), a special education student may be entitled to transportation when transportation is a related service required for that student to benefit from the educational program. Those students most likely to be eligible are students with visual impairment, orthopedic impairment, or severe handicapping conditions, or if the IEP team places the student at a school other than the home school. Merely being in special education or not at the home school does not entitle students to transportation.

When a student is entitled to transportation and the parent provides transport, the District reimburses at the IRS standard mileage rate, confirmed by school attendance. For more information, call Special Services (471-1100, ext. 60432).

Graduation: Any special education student who meets all graduation requirements earns a diploma and may participate in graduation ceremonies. If a special education student is on a non-diploma track, the student may attend school until age 22 and will earn a Certificate of Completion. The student may participate in graduation events by arrangement with the school site.

Special Education Complaints

(5 CCR §3080): State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

When filing a complaint, include child's name, contact information, school attending and a written description of the problem, related facts and proposed resolution and provide a copy of the filing to the Director of Special Services.

(*Cal. Code Regs., tit. 5, Section 4630*) More Information can be found on our website at mynhusd.org in the Special Services section or a hard copy from the Department of Special Services.

Parent, Community Involvement

The District encourages parents and guardians, grandparents, neighbors, local businesses and others from the community to become actively involved in our schools. By sharing your time, talents and life experiences, you not only lend a helping hand, you also reinforce the importance of education by your participation. Here are some ways you can support our schools:

New Haven Schools Foundation

The New Haven Schools Foundation is a 501(c)(3) nonprofit organization that supports students, teachers and schools in the form of grants and scholarships. The Foundation welcomes new participation, and succeeds because of its strong community partner-ships.



Grants: *Innovations in Education* is a classroom grant program that provides money to teachers to fund unique ideas or special activities that deliver great learning experiences for students. *Project Enrichment* focuses on funding for co-curricular and extra-curricular programs in areas such as the arts, athletics, sciences and other after-school interests. Targeted grants are also given for STEM and tutoring programs. All grants are awarded within the constraints of the annual Foundation budget.

Scholarships: Since its inception in 1981, the New Haven Schools Foundation has managed a college scholarship program for graduating seniors. The *Pathways to Success* program administers scholarships that are sponsored by individuals or organizations. Early each calendar year, students from James Logan and Conley-Caraballo high schools, the Decoto School for Independent Study and the New Haven Adult School have an opportunity to view the scholarships being offered and submit applications. Scholarships are awarded at an annual luncheon in May. In 2018, the Foundation awarded over \$140,000 in scholarships.

Events: The Foundation sponsors several events annually to help fund its programs and operations: the "Diamonds in Education" gala will be held on October 20, honoring our teachers and classified employees of the year, as well as community members who have an impact on education. The Mutt Strut, "a fun run/walk with your pooch" will take place on Oct. 6 at the Masonic Home, and the Earth Day Celebration will be held on April 20 at Cesar Chavez Middle School featuring a science fair along with 5K, 10K, and kid's runs.

Parents, teachers and businesses are welcome to help the Foundation nurture student success. The New Haven community and others are invited to attend events, make donations or volunteer to help with programs. For more information, contact Executive Director Helen Kennedy at (909-9263 or helen@nhsfoundation.org), visit the NHSF website (www.nhsfoundation.org) or follow the Foundation on Facebook.

Parent Volunteers

Teachers, primarily at the elementary level, rely on parent volunteers to help support the classroom during the school year. Classroom volunteers may be asked to contact parents

by phone regarding special events, or to seek parents to tutor students or otherwise help in the classroom. Contact your child's teacher to let him or her know that you are interested in volunteering.

Regular volunteers are required to complete a District volunteer form, available in the school office

Check your school newsletter or website, or talk with your child's teacher or principal to learn about other opportunities to help.

(Reminder: Volunteers must sign in at the office.)

School Site Council

The School Site Council (SSC) at each school is primarily responsible for determining and overseeing the site categorical budget, the development of the Single Plan for Student Achievement, including the parent involvement programs (See Board Policy 6020). Each year, the SSC must design, implement, and evaluate the parent involvement at each school site. The SSC also may deal with other school planning and governance issues.

The SSC consists of elected parent/community representatives and representatives from the faculty and staff, as well as the principal, with representation balanced between parents and staff. At the secondary level, student representatives also participate.

While only those officially elected to the SSC may vote, meetings are open to the public. For more information, contact your child's principal.

English Learner Advisory Committee

Schools that have 21 or more English Language Learners in attendance, regardless of language, are required to maintain a functioning English Learner Advisory Committee (ELAC). The ELAC is primarily responsible for advising the principal and staff on programs and services for English Language Learners. Meeting notices are translated and interpreters will be available for ELAC meetings.

Parent representatives are elected from a site's ELAC to serve on the District English Learner Advisory Committee (DELAC). The DELAC serves as a parent advisory committee to the District.

ELAC and DELAC promote partnership between home and school. Members of the committees fulfill a critical role in advising the District on English Learner policies, resources and funding allocations.

All ELAC and DELAC meetings are open to the public. For details, call 471-1100, ext. 62638.

Board Policy #I-6020, Parent Involvement

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

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

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

(cf. 5145.6 - Parental Notifications)

The overarching goal of parent communication is to make sure that information is easily and readily accessible.

Parents are welcome to choose their preferred level of participation to be able to match their availability and comfort level. All parents are encouraged to participate in several school-sponsored activities each year. These activities are created as opportunities for all parents to engage in meaningful interactions with the school. They support a partnership among staff, parents and the community to improve student growth and achievement. Parents who wish to be involved more directly with students, are encouraged to participate as classroom assistants, tutors, or aides. Finally, parents who are committed to being involved at the school governance level can participate as members of the School Site Councils, Parent Teacher Clubs, and English Language Advisor Councils, and Equity Councils.

Vehicles for communicating with parents and community are:

- Sending notices home are in the major languages.
- Providing translation services at most meetings.
- Making effective use of phone calls, websites and email, home visits, and parent-teacher conferences.
- Making parents/guardians aware of opportunities for volunteering in each school
- Recruiting parents/guardians to serve on various site councils and committees/clubs.
- Offering professional development for parents through Academic Parent Teacher Teams or other workshops of various topics that support students.
- Ensuring that homeless parents are also made aware, using various modes of communication, of all opportunities and are encouraged to participate.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts,

including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

TITLE I SCHOOLS

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

(cf. 6171 - Title I Programs)

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

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

In years in which the District receives more than \$500,000 in Title I, Part A funds, not less than 1 percent of its allocation will be reserved to carry out 20 USC 6318 including promoting family literacy and parenting skills.

Parents of Title I students will be involved in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds, develops a school-level parent involvement policy in accordance with 20 USC 6318.

NON-TITLE I SCHOOLS

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

Parent Notification of Title I School Right to Credentialing Information

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, school districts receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact my office at (510) 471-1100.

Sincerely,
Derek McNamara, Chief Personnel Officer

Communications

Open communication between parents, teachers and the school site – and between schools and the District office – supports student success. For parents to help their children at home, they need to know what their child is expected to learn during the school year and how well their child is doing. Teachers can be more supportive of a student at school if they are aware of events or concerns at home that might affect a child's school performance (i.e. illness of a relative, a death in the family, divorce, etc.).

Parent Contact Information

At the start of the school year, parents are asked to complete or update an emergency card. If you move, change jobs or phone numbers, etc., **it is critical to your child's safety and well-being that you provide current information.** Only individuals included on the emergency card can be called or allowed to pick up students.

Back-to-School Night

Back-to-School Night is an opportunity for parents to meet their children's teachers and the parents of classmates. Teachers will provide an overview of the year's curriculum and often will suggest opportunities for parent involvement.

Elementary schools:

- AES: Sept 12, K-5: 5:00 - 6:00 pm, TK-2: 6:15 - 7:15 pm
- EAS: Sept 19, 5:00 - 8:00pm (K Team Chat: 5:45 - 6:30 pm), (TK, SDC, 1: 6:00 - 6:30 pm) (2-3: 6:30 - 7:00 pm) (4-5: 7:00 - 7:30 pm)
- EML: Aug 30, 5:30 - 7:00pm (5:30-6:15 3-5; 6:15-7:00 K-2)
- HVC: Sept 12, 5-7pm
- KIT: Sept 5, 5:30pm starts 5:45pm - 6:30pm 3-5; 6:30pm - 7:15pm TK-2
- PIO: Sept 19, 6:00 - 8:00 pm (K-2: 6:00 - 7:00 pm [Info. Mtg: 7:00 pm], 3-5: 7:00 - 8:00 pm [Info. Mtg: 6:30 pm])
- SEA – September 5

Middle schools:

- Thursday, September 6, 6:30 - 8:00 pm

High schools:

- JLHS - "New to Logan - Parent Night" - Thursday, September 13, 2018 (6:00 - 8:00 PM)
- JLHS - Thursday, September 20, 2018 6:00pm - 8:00pm
- Conley-Caraballo, Thursday, September 13, 2018 6:00pm - 8:00pm

Parent Conferences

A critical factor in a child's early academic success is communication between the home and teacher. To facilitate this communication, the District sets aside instructional time for Parent Conferences. These conferences provide an opportunity for parents to meet individually with their children's teachers to discuss student progress and ask questions.

All elementary school parent conferences are scheduled for October 25 and 26, with the exception of Hillview Crest Elementary whose are scheduled for December 5 and 6. Middle school parent conferences are scheduled for November 8 and 9. Scheduling information and other details will be provided by each school.

Open House

Open House, held in the spring, is an opportunity for parents to again visit their children's classrooms and hear from their teachers. More information can be found on your school's website

February 7: Logan High School

February 19-21: Decoto School for Independent Study

February 21: Conley-Caraballo High School

April 17: Emanuele Elem., Hillview Crest Elem.

April 18: Cesar Chavez Middle School

May 2: Itliong-Vera Cruz Middle School

May 8: Kitayama Elem.

May 22: Alvarado Elem., Pioneer Elem.

May 29: Eastin Elem.

Searles Elementary School will hold Open Houses on January 15, January 24, May 14, and May 24. Information to follow from the site.

Progress Reports

Progress reports parents with a periodic assessment of how well students are doing in school. Elementary and middle school students receive three reports during the school year. At the high schools, students receive reports four times during the school year.

Progress reports correlate closely with state content standards and offer an accurate picture of each student's work toward meeting the standards. Both elementary and secondary students receive periodic deficiency notices if they are not progressing satisfactorily.

ParentConnect

To give parents ready access to their children's educational information, the District utilizes ParentConnect, a web portal to attendance records and testing data. For middle school and high school students, ParentConnect also provides progress reports, as well as transcript and graduation requirement information.

Contact your school office for information on accessing your ParentConnect account. If you already have your account information, you may log in at:

<https://sis.nhusd.k12.ca.us/parentportal/>

School Newsletters/Websites

All New Haven schools send home a newsletter and/or maintain a website with useful information for parents. Newsletters and websites contain information about important upcoming events, deadlines and site-specific information.

District Communications

The District maintains a website (myhusd.org) and also reaches out to parents and other members of the New Haven community through **E-News**, an electronic newsletter distributed each Tuesday during the school year via parent, employee and community e-mail lists. Members of the e-mail list also receive **Board Briefs**, which are summaries of Board of Education meetings, as well as news releases and other communications. To be included in e-mail distributions, please visit the following website: <http://www.myhusd.org/apps/news/article/579943>.

When information is urgent, the District may use an **automated telephone dialing system** to contact parents/guardians with a message from the Superintendent or a principal.

The District also operates a cable television station that offers live and taped broadcast of Board of Education meetings. Union City Cable **Channel 27** also broadcasts information about upcoming events and District job opportunities.

Contacting Students During the Day

Parents/guardians who need to contact their children during the day are urged to do so only in the event of an emergency, by calling the office. As a general rule, students may not leave the classroom for calls. The office phone is for school business and emergencies only.

Students carrying cell phones in grades 6-12 must turn off the devices during instructional time consistent with school and class policy. Students in grades K-5 must keep any cell phone off and away during the school day.

Permission for Interviews, Photos

The California Attorney General has concluded that school districts may not legally require parent permission before allowing the media to interview a student on campus. Of course, parents may instruct their child not to speak with the media on or off school grounds, and students may also refuse to speak to the media on their own.

The District, in its efforts to further educational purposes, occasionally uses photographs of students in newsletters, on its websites and in other outreach material.

The District may photograph or videotape your child, if the opportunity arises during the school year, for publicity of student accomplishments or school programs via area newspapers and/or television or website broadcasts.

In the event that you do not wish your child to be interviewed or photographed in such circumstances, please notify the school principal in writing.

Freedom of Expression

All students have the right to freedom of speech and press within the school environment, including but not limited to: the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges and other insignia; and the right of expression in official publications, whether these publications are supported financially by the school or by the use of school facilities.

Prohibited expression is that which is obscene, libelous or slanderous, or incites students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (*Education Code Section 48907*)

Minimum Days

Pupil-Free Staff Development and Minimum Days Schedule: Minimum days are shortened days; students are released earlier than usual so that teachers may do faculty planning or hold parent conferences. Minimum days are usually noted in the school calendar. It is important for parents to make arrangements for early release of their children. **School staff members are not available to provide supervision.**

The **tentative schedule** for minimum days during the 2018-19 school year:

1. **Elementary Schools:** release time 12:05 pm: Sept. 11, Oct. 25, Oct. 26, Oct. 31, Jan. 31, Mar. 12, and Jun. 13.
2. **Cesar Chavez Middle School:**
 - Every Wednesday, release time is 1:45 pm
 - Minimum Day, release time is 11:40 am: Aug. 29, Sept. 27, Oct. 16, Nov. 8, Nov. 9, Nov. 30, Apr. 29, Apr. 30, May 1, May 2, May 4, June 12, and June 13.
3. **Itliong-Vera Cruz Middle School:**
 - Every Wednesday, release time is 1:44 pm
 - Minimum Day, release time is 11:44 am: Aug. 29, Oct. 4, Nov. 8, Nov. 9, Nov. 30, Feb. 28, Mar. 22, May 10, May 15, May 16, May 22, May 23, and June 13.
4. **James Logan High School:**
 - Every Wednesday, release time is 1:45 pm (except Oct. 24) and Friday, October 26.
 - January 23-25 and June 11-13 are finals dates, release time is 1:00 pm

Attendance, Illness and Emergencies

Attendance

All children between the ages of 6 and 18, not otherwise exempted or excluded, are required to attend school full time (*Education Code 48200*). **Parents are legally responsible for their children's presence in school during the entire school day.** Making sure your child attends school is a parent's legal responsibility. Parents of students who do not consistently attend school may have civil and criminal liability for their child's truancy.

Attendance is closely monitored at each school. The District-wide attendance goal is 98 percent.

Absences

The verification of absences is relevant for the purposes of enforcement of compulsory education laws and for the determination of whether a student is truant. (*EC 48205*)

It is a parent and student responsibility to verify a student's absence from school. School personnel are NOT responsible for verifying a student's absence. **When a parent/guardian verifies a student's absence, it does not necessarily mean that the absence was excused.**

The following methods may be used to **verify** student absences:

- Written note from parent/guardian, parent representative, or student if 18 years of age or older.
- Conversation, in person or by telephone, between a District employee and the student's parent/guardian or parent representative.
- Visit to the student's home by verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated.
- Physician's verification: When excusing students for confidential medical services or verifying such appointments, District staff may contact a medical office to confirm the time of the appointment.

When a student has had 10 absences in the school year for illness verified by the methods listed above, any further absences for illness must be verified by a physician. Students/parents must present a satisfactory explanation verifying the reason for the absence. This verification must be done within 48 hours of when the student returns. After 48 hours without verification, the student's absence will be marked as unexcused. Unexcused absences may affect a student's academic standing.

No Academic Penalty for Excused Absence: No pupil may have his/her grade reduced or lose academic credit for any excused absence or absences for the reasons specified below, if missed assignments and tests that can reasonably be provided / completed are satisfactorily completed within a reasonable amount of time (*EC 48980(j)*). *A pupil shall be excused from school when the absence is:*

- 1) Due to the pupil's illness.
- 2) Due to quarantine under the direction of a county/city health officer.
- 3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

5) For the purpose of jury duty in the manner provided for by law.

6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

"Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil." (*Education Code 48205*)

Absence for Religious Instruction: (*EC §46014*): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

Homework Request Policy: Parents may request homework for a student who will be out ill for three or more days, by contacting the child's teacher. If a student is to be out for an extended absence, the parent should contact the office as soon as possible with information about the length of absence, reason, and request for work (see *Short-Term Limited Independent Study* below).

When requesting homework for a student who will be out ill for three or more days, be aware that teachers require sufficient time to prepare work in advance.

Short-Term Limited Independent Study: When your child is not going to be in school for five or more consecutive days, you have the right to request Short-Term Limited Independent Study.

Requests should be received by your child's school no later than five days prior to the first day of your child being absent, and requests cannot be accepted after your child's absence. A request is then made to your child's teacher(s) to provide academic assignments for them to complete while they are absent from school.

On the day your child returns, all completed work must be returned in order to receive academic credit; otherwise, the Short-Term Limited Independent Study contract is null and void.

If you have any questions or need more information about how to apply for Short-Term Limited Independent Study, please contact your child's school office.

Late to School/Truancy

Absent students miss out on their education, and late students disrupt the class when they arrive after it has begun. Every effort must be made to have students arrive to school in a timely manner on a daily basis.

Students who arrive late to school are considered tardy. If a student accumulates three days of unexcused absences or arrives late to school by 30 minutes or more without a valid excuse three or more times during a school year, the student is considered to be a truant. (*EC 48260*)

When a student has been reported as truant three or more times per school year, the student is identified as a habitual truant (*EC 48261*). Habitual truants can be referred to one of the following if lateness continues: Site Attendance Review Team (SART), Student Study Team (SST), or District Student Attendance Review Board (SARB).

When efforts fail to rectify a student's pattern of arriving late to school, or when a student continues to have unexcused absences, the student and the student's parents/guardians are referred to the Alameda County District Attorney's office and the Alameda County Truancy Mediation Program.

Referral could involve student and parents/guardians being subject to several sanctions, including but not limited to: a subpoena ordering appearance(s) in Superior Court; monthly updates in Superior Court and Alameda County Probation Department; community service; a misdemeanor charge for contributing to the delinquency of a minor; probation for student and parents/guardians for up to one calendar year; and suspension of driver's licenses.

As part of the District's truancy reduction policy, students who are out of school during school hours without a valid pass or permit may be transported by a police officer to the student's assigned school. Truancy is a serious offense and may result in a criminal complaint against a parent who fails to comply with the state attendance requirement.

Picking Up During the School Day

Parents picking up students from school are required to sign out the student at the school office. When picking up a student, please allow sufficient time for office staff to call the student out of class. A person picking up a student from school during the school day must be at least 18 years of age and named on the emergency release list on the student's emergency card. Staff may request identification of anyone picking up a student. (*EC Section 49408*)

Dismissal Due to Illness

Students may be sent home if they are vomiting, running a fever, have diarrhea, or are believed to be suffering from a recognized infectious disease.

Parents, guardians, or those identified as authorized to be contacted in an emergency, will be called to take an ill student home.

Medication

(*EC §49423, §49423.1*): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication.

Students may also carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. (*Education Code Section 49423*)

Continuing Medication Regimen

Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician.

With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. Forms for administering medication may be obtained from the school secretary. (*Education Code Sections 49480, 49423*)

Confidential Medical Services

For students in grades 7 through 12, the District may release a student for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request. (*EC §46010.1*)

Medical Emergencies

In cases requiring an ambulance, every effort will be made to contact the parent, as specified on the child's contact screen, and/or send the child to the designated health professional.

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

Immunizations

(EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

(NOTE: *The Child Health & Disability Prevention Program (CHDP) provides free well check-ups to eligible children and youth in Alameda County. For more information, call 510-618-2070 or 888-604-4636.*)

Drug-Free Campus

Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and District sanctions will result from violations.

Anabolic Steroids

The Board of Education recognizes that the use of anabolic steroids or performance-enhancing substances presents a serious health hazard to students. Teachers, coaches and administrators shall make every effort to ensure that students do not begin or continue the use of anabolic steroids or performance-enhancing substances. Teachers of science, health, physical education and drug education shall include a lesson on the hazards of these substances for students in grades 7-12.

Students shall receive information about the hazards of anabolic steroids and performance-enhancing substances. (*Education Code Section 51262; Civil Code 1812.97*)

Tobacco-Free District

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products.

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Entrance Health Screening

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Student and School Site Safety

Maintaining a safe environment is critical to our children's success and is everyone's responsibility. The District is committed to creating an inviting, respectful atmosphere, to the ongoing improvement of the physical safety of students, employees and school facilities, and to violence prevention.

Closed Campus

A closed campus is essential to the safety and well-being of students. Once a student arrives on campus, he or she may not leave the campus until the completion of the school day, unless the student has been checked out by a parent or guardian listed on the student's emergency card. To promote a safe environment, students at James Logan High School are required to show their student identification cards to be admitted to campus.

VISITORS ON CAMPUS: Parents and guardians are encouraged to visit the school. Other community members may visit on official business or field trips. All visitors, however, are to check in at the office to receive a "visitor's badge" before visiting any classroom. **No visitors are allowed on campus without permission from the office. Students are trespassing if they are on another campus** during school hours without permission.

Parents may visit the classroom(s) of their children for the purpose of observing the instructional environment and to gain a basis for assessing the pupil's progress. Classroom visits by parents shall be by appointment arranged in advance, through the office of the principal. Classroom observations by approved visitors of a student enrolled in his/her class are limited to no more than one hour per visit, per week, up to four visits per month. Unless otherwise directed by the principal or designee, a staff member shall accompany visitors/outside while they are on school grounds. All visits by individuals other than parents shall be approved by the principal and teacher(s) involved.

Safe Routes to School / 511 SchoolPool

Several New Haven schools work with Alameda County's Safe Routes to School (SR2S) program to assist parents interested in participating in "walking school buses," bicycle safety and other activities designed to reduce traffic and congestion around schools. In addition, SR2S plans to help promote District-wide participation in International Walk and Roll to School Day on Oct. 10 and Bike to School and Work Day on May 8. More information is available online (www.transformca.org) or by e-mailing the SR2S Site Coordinator (charvilla@transformca.org).

The District also encourages parents to consider carpooling as an option for getting children to and from school. All New Haven schools are signed up for 511 SchoolPool, which matches parents who make similar school trips. For more information, see *Bus Transportation*, Page 32.

CSTs, Campus Monitors

Campus Safety Technicians (CSTs) are important members of the staffs at both James Logan and Conley-Caraballo high

schools. It is their job is to monitor student behavior – particularly before and after school, between periods and at lunch – and to intervene when necessary to ensure maintenance of a safe learning environment. **Campus monitors** are employed at all New Haven middle schools and elementary schools. They help supervise before school and after school and at recesses and lunch periods.

Video Surveillance Cameras

Video surveillance cameras at James Logan High School are used to enhance student safety and campus security. Surveillance is limited to hallways, stairwells, entrances, school grounds and other areas deemed appropriate by the Superintendent. Surveillance shall not occur in areas where there is a reasonable expectation of privacy

Crossing Guards/Railroad Safety

For the safety of students who walk to and from school, crossing guards are stationed at various intersections. In addition, the District works to educate students about railroad safety.

Fire/Earthquake/Lockdown Safety

Fire drills are held regularly so that students become familiar with safe exiting procedures. Earthquake and lockdown procedures are also practiced during the school year. Parents or community members on campus during a drill must comply with school drill procedures. In the event of a bomb threat, please turn off cell phones.

Comprehensive School Safety Plan

Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual School Accountability Report Card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing. (*Education Code 32280 et seq.*)

Notice of Compliance: A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures. (*5 California Code of Regulations 4600 et seq.*)

Parents are asked to provide the names and phone numbers of other individuals to whom the school is authorized to release your child after a disaster and/or emergency. Children will not be released without prior authorization, even to other family members, if they do not have prior written approval, as indicated on the student's emergency card.

Employee Interactions with Pupils

AB500 School Policies that Relate to Employee Interactions with Pupils

Assembly Bill 500 (AB500), effective January 1, 2018, adds section 44050 of the California Education Code, which requires schools to provide the section on employee interactions with pupils in its code of conduct, to parents and guardians of enrolled students on the School's website. The following shares portions of the School policies, which are included in the New Haven Unified School District's Employee Handbook, including language relating to interactions between pupils and employees.

Appropriate Professional Boundaries with Children

New Haven Unified School District employees, especially those who work with children, are expected to conduct themselves in a professional manner and maintain appropriate physical, emotional and sexual boundaries at all times. New Haven employees are never to be alone with a student, and it is expressly prohibited to connect with students using social networking sites, cell phones, or texting. Keeping children safe and providing a safe environment for New Haven Unified students is an essential part of our responsibility as employees.

Violation of professional boundaries with children and incidents of misconduct involving children are taken seriously and will be addressed in a prompt, confidential and thorough manner through the school, the Personnel Office, or the appropriate local authority.

Child Abuse and Sexual Molestation Prevention

The safety and well-being of our students is our highest priority at the New Haven Unified School District. Our policy is that all staff has responsibility for preventing and reporting suspected child abuse and sexual molestation. New Haven Unified intends to comply with the provision of California laws. Child abuse and neglect are against the law in California, and so is the failure to report it. Child abuse is defined as mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child.

Reporting Procedure:

Any employee suspecting child abuse or neglect is expected to use the following procedures:

- Do not confront the suspected abuser/molester.
- Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a "need to know" basis and is not to be shared with fellow employees, parents, students, or anyone outside the school other than law enforcement.
- You must file a report when you have a "reasonable suspicion" that a child is being abused or neglected.
- Contact local law enforcement for abuse occurring outside the family (sheriff or police).
- Contact Child Protection Services for abuse occurring inside the family.
- Child in immediate danger/risk – call local police or sheriff immediately.
- Leave the investigation to the experts!

Molestation Prevention at School

The New Haven Unified School District expects all employees to limit the opportunities for molestation by responding quickly and appropriately to suspicious situations, and taking actions or filing a report when warranted. Employees are expected to adhere to the following guidelines:

- Avoid any occasion of being alone with a child. Always, have another teacher or adult present or be in an open, public area.
- Monitor volunteers and visitors to ensure they are never alone with a child.
- Report any misconduct or questionable behavior.
- At least two chaperones should accompany students on trips away from school.

New Haven Unified will not knowingly employ anyone who has been convicted of child abuse or sexual molestation. New Haven Unified requires as part of its pre-employment process a background check be conducted on all applicants before an offer of employment is extended. Periodic follow-up background checks are also conducted as part of continuing employment.

Bullying

SAFE PLACE TO LEARN ACT (EC §234.1): The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. All students and staff have the right to participate fully in the educational process, free from discrimination, harassment, intimidation and bullying. Each school in the District has an affirmative obligation to combat all forms of bias and a responsibility to provide an equal educational opportunity for all. The District expects students and employees to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

The New Haven Unified School District prohibits the bullying of any student or school employee:

- During any educational program or activity;
- During any school-related or school-sponsored program or activity;
- Through the use of any electronic device or data while on school grounds or on a school bus, computer software that is accessed through a computer, computer system, or computer network of the New Haven Unified School District;
- Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity.

Though an incident of alleged bullying (cyberbullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education, effect a student's school performance/participation or a school's ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.

Consequences and appropriate actions for students or staff members who commit one of more of the acts of bullying, harassment, or intimidation may range from behavioral interventions up to and including, suspension, expulsion or dismissal. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal of their child's school or the Director of Pupil Services.

At all school sites, a form is available to report discrimination, harassment, intimidation and/or bullying. The form also is available on the District website.

The New Haven Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

To report an incidence and/or to receive a copy of the district's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact Marcus Lam, Director of Pupil Services at mmlam@nhusd.k12.ca.us or (510) 476-2625.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

"Harassment" or **"Intimidation"** means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
- Has the effect of substantially interfering with a student's educational performance or employee's work performance, or either's opportunities, or benefits;
- Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
- Has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

"Cyberbullying" is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, "sexting", instant messaging, or video voyeurism. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

Code of Conduct

The New Haven Unified School District's Code of Conduct is designed to teach students how to make responsible choices that benefit everyone. Discipline is setting limits within the context of caring. It must be impressed upon students that they choose their behaviors and that certain consequences may result from those choices. Behavior is learned. Appropriate behavior must be modeled and taught. In order for school systems to work, they need to be actively supported by all parents and staff, and rules must be administered consistently and fairly. To ensure consistency and maintain safe school environments the following Code of Conduct has been established for all schools.

Our Code of Conduct is intended to assist students to be responsible for their own behavior. If students clearly understand the consequences of their behaviors, they can choose behaviors in an intelligent and responsible way that ensures the rights of all students to feel safe and to enjoy the educational experience at school. For a discipline policy to be effective, it must be consistent. To achieve this consistency, teachers, parents, students and administrators must share in the responsibility for upholding school rules.

Rules and procedures on school discipline (EC §3521): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

Duty concerning conduct of pupils (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

Duties of pupils (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

Hazing prohibition (EC §44807(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

Attendance of suspended pupil's parent (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

Student Rights and Responsibilities

As a student, you have the right to:

1. Learn in a safe environment free from intimidation, hostile behavior and bullying;
2. Discuss issues, concerns and progress with your administrators, teachers or other staff members at the appropriate time.

Every student is responsible for helping to maintain a safe and productive environment at school. You are expected to:

- Attend school every day and be on time for every class;
- Resolve differences with others in a positive way;
- Remain drug-, alcohol- and tobacco-free;
- Follow the New Haven Unified School District dress code;
- Respect school property and the property of others;
- Respect fellow students and all adults;
- Create and maintain an educational environment that is bully-free;
- Comply with the Standards of Behavior for your classrooms, your school and the District.

Parent/Guardian Rights, Responsibilities

As a parent or guardian, you have the right to:

1. Receive information about the progress of your child's achievement, behavior and attendance;
2. Expect a safe environment that is non-threatening and allows your child to achieve at his/her maximum academic potential;
3. Receive information about all school rules, regulations, and expectations.

Every parent, guardian, and family member of the school community shares in the responsibility for maintaining a safe and productive environment at your child's school. You share in this responsibility when you:

1. Get your child to school on time every day. Punctuality and good attendance are family responsibilities. Make certain your child arrives at school on time and is ready to learn;
2. Show dignity and respect to all school staff members;
3. Understand the Code of Conduct and other rules, as outlined in the Parent & Student Handbook and the school's Student Handbook;
4. Accept the rights and authority of the school and the Board of Education to maintain standards of behavior for all students;
5. Provide study materials your child needs. If you are uncertain what materials may be necessary, contact your child's teachers;
6. Provide a suitable time and place for your child to study at home. Parents have a great influence on the study habits of their children;
7. Keep track of your child's scholastic achievement and progress. Review each progress report (report card) with your child. Maintain this information in a file for each child. Children learn more when their parents or guardians are involved in monitoring their progress. Participate regularly in your child's educational program;
8. Maintain consistent and timely communication with your child's teachers, school administrators and other school staff members via phone message, e-mail, voice mail, website or appointment.

School Personnel Responsibilities

The teachers and administrators of our District demonstrate appropriate school and classroom behavior in their attitudes and in their communication with students and parents.

In addition to academic excellence, it is our District's goal for each school to:

- Communicate regularly and in a timely manner with students and their families about their child's academic progress, behavior and attendance;
- Adopt a comprehensive written school safety plan and disaster preparedness procedures;
- Establish an environment in which students can meet their grade-level academic standards;
- Involve students in an ongoing process of self-evaluation by asking them to reflect upon their behavioral choices, provide a rationale for the choices they have made, and predict what other choices could have been made to maintain a safe school environment;
- Communicate District and school standards of behavior;
- Enforce District policies, regulations and school rules fairly and consistently;

- Treat all parents and students with dignity and respect;
- Provide quality customer service.

As representatives of our District, administrators will:

- Establish and enforce school rules to ensure a safe educational environment;
- Provide support to teachers as they carry out discipline responsibilities;
- Effectively communicate our school rules and consequences to students, families and staff;
- Support students by involving them in activities that increase confidence in accepting their academic responsibilities and outcomes.

We are dedicated to our responsibility to help each student acquire the skills needed to become an effective member of our society. Please assist us in this task by discussing proper student conduct with your child(ren).

If you have any questions or concerns about this policy, please ask. We welcome your ideas and assistance.

Equity Council

The Equity Council is a group of students, teachers, administrators and community members who began working together in 2009 to identify and recommend ways that the District can be a more equitable place for all. The Equity Council meets regularly during the school year to discuss whether schools are adequately addressing questions of race, culture and gender and to find ways to improve.

Priorities are to:

- Improve the level to which curriculum and instruction address students' cultural and individual needs, including materials, learning modalities, learning objectives and assessment;
- Ensure that students have safe and adequate opportunities to address issues of race, culture, gender orientation and religion by providing for student voice and perspective and a process for democratic action.

Both priorities seek to identify and remedy habitual patterns of unintentional racism and bias.

In October 2013, the Board of Education approved a policy on Equity (BP 0415). This policy now serves as the foundation for the Council's ongoing work and will aid in meeting the above priorities.

All school sites have an Equity Advisory Council as required by Board policy. The purpose of the Equity Advisory Council is to examine multiple data points, including student performance data, in a disaggregated manner in order to make recommendations to address disparities that may exist. Members participate in site visits to observe evidence of culturally responsive and competent teaching practices. Based upon those observations participants may make recommendations for equity-related professional development for staff or recommendations that address other issues as discovered during data analysis.

To be college- and career-ready, our students need to develop the ability to work cooperatively with individuals from vastly different backgrounds and communicate effectively in a variety of cultures and languages, engage in solving critical global and/or cultural issues and view the world from a perspective other than their own.

All staff will:

- Actively incorporate their students' life experiences and interests and tailor curriculum to meet the cultural, developmental and individual needs of the students.
- Critically analyze one's own assumptions, judgments and/or biases about one's own culture and the culture of others, and teach students to do the same.
- Examine, compare and contrast one's own culture with the culture of others, and teach students to do the same.
- Consistently incorporate diverse and multiple perspectives (including cultural differences in verbal and nonverbal communication) when working with others and be able to negotiate and facilitate a shared understanding based on those differences and teach students to do the same.
- Demonstrate an ability to influence, implement and assess the impact of institutional change, and teach students to do the same.
- Understand the way technology impacts his or her own world view and actively seek to expand that knowledge, and teach students to do the same.

Individuals interested in assisting the Task Force in addressing its priorities can contact Cesar Chavez Middle School Principal Ramon Camacho (rcamacho@nhusd.k12.ca.us), District Director of K-12 Instruction Tracie Noriega (tnoriega@nhusd.k12.ca.us), or Teacher Mani Allen (mallen@nhusd.k12.ca.us).

Offense/Consequence Guidelines

The following matrixes identify the sections of the California Education Code ("EC") that govern student conduct. Students who have committed acts listed under the heading labeled "Offense" in the left column can expect to be assigned **ANY** of the possible outcomes listed to the right. The severity of the act(s) and/or a student's previous patterns of behavior may influence the consequences.

NOTE: School administrators will determine the appropriate disciplinary action after considering the severity of the infraction, other factors such as age and maturation of the student, and all optional services and alternative measures designed to bring about proper conduct. If a sanction more severe than a five-day suspension is considered appropriate, the principal may recommend expulsion (*Education Code Section 48900*). Ultimately, the Board of Education makes all final decisions regarding student expulsions.

Penal Code violations not specifically covered may result in a referral to the police department and may result in disciplinary action at the school level.

Mandatory Expulsion

For acts listed below, administrators **MUST** recommend expulsion (*Education Code Section 48915(c)*). This matrix is intended as a guide only. Administration retains the right and discretion to contact police and/or other agencies in appropriate situations.

Offense	Alternative to Suspension	Must Suspend	Must Recommend Expulsion	Law Enforcement Contact Required
1. Possessing, selling or otherwise furnishing a firearm (<i>EC 48915 (c)1</i>)	no	yes	yes	yes
2. Brandishing a knife at another person (<i>EC 48915 (c)2</i>)	no	yes	yes	yes
3. Unlawfully selling a drug (<i>EC 48915 (c)3</i>)	no	yes	yes	yes
4. Committing or attempting to commit sexual assault or battery. (<i>EC 48915 (c)4</i>)	no	yes	yes	yes
5. Possession of an explosive (<i>EC 48915 (c)5</i>)	no	yes	yes	yes

Discretionary Recommendation for Expulsion

For the acts listed below, administrators **SHALL** recommend expulsion **UNLESS** the administrator determines that expulsion is inappropriate under the circumstances or that an alternative means of correction would address the conduct (*Education Code Section 48915(a)1*). This matrix is intended to be used as a guide only. Administration retains the right and discretion to contact police and/or other agencies in appropriate situations.

Offense	Alternative to Suspension	Must Suspend	May Recommend Expulsion	Law Enforcement Contact Required
1. Causing <i>serious</i> physical injury to another person, except in self-defense (<i>EC 48915 (a)1(A)</i>)	no	yes	yes	yes
2. Possession of any knife or other dangerous object. (<i>EC 48915 (a)1(B)</i>)	no	yes	yes	yes
3. Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana. (<i>EC 48915 (a)1(C)</i>)	no	yes	yes	yes
4. Robbery or extortion (<i>EC 48915 (a)1(D)</i>)	no	yes	yes	yes
5. Assault or battery upon a school employee (<i>EC 48915 (a)1(E)</i>)	no	yes	yes	yes

Discretionary Recommendation for Expulsion (Other Offenses)

Unless a recommendation for expulsion is required under another provision of law, administrators **MAY** recommend the expulsion of a student, depending upon the circumstances, for any of the acts listed below, as most violations allow for a range of disciplinary responses. Some consequences may occur simultaneously. This matrix is intended to be used as a guide. Administration retains the right and discretion to contact police and/or other social agencies for certain situations.

Offense	Alternative to Suspension	May Suspend	May Recommend Expulsion	Law Enforcement Contact Required
1. Caused, attempted to cause, or threatened to cause physical injury to another person (<i>EC 48915(b)</i> ; <i>EC 48900(a)(1)</i>).	may be considered	yes	yes	no
2. Willfully used force or violence upon another person, except in self-defense (<i>EC 48915(b)</i> ; <i>EC 48900(a)(2)</i>).	may be considered	yes	yes	yes
3. Possessed, sold, or furnished a weapon (e.g. knife, sharp object, club, or other dangerous object) (<i>EC 48915(b)</i> ; <i>EC 48900(b)</i>).	may be considered	yes	yes	yes
4. Unlawfully possessed, used, otherwise furnished, or been under the influence of alcohol or drugs (<i>EC 48915(b)</i> ; <i>EC 48900(c)</i>).	may be considered	yes	yes	yes
5. Sale of "look-alike" drugs and alcohol (<i>EC 48915(b)</i> ; <i>EC 48900(d)</i>).	may be considered	yes	yes	yes
6. Attempted to commit robbery or extortion (<i>EC 48915(b)</i> ; <i>EC 48900(e)</i>).	may be considered	yes	yes	yes
7. Cause, or attempt to cause, damage to school or private property including electronic files and databases (<i>EC 48915(e)</i> ; <i>EC 48900(f)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
8. Stealing or attempting to steal school or private property including electronic files and databases (<i>EC 48915(e)</i> ; <i>EC 48900(g)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
9. Possession or use of tobacco or nicotine products (<i>EC 48915(e)</i> ; <i>EC 48900(h)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
10. Committed an obscene act or engaged in habitual profanity or vulgarity (<i>EC 48915(e)</i> ; <i>EC 48900(i)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
11. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (<i>EC 48915(e)</i> ; <i>EC 48900(j)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no

Offense	Alternative to Suspension	May Suspend	May Recommend Expulsion	Law Enforcement Contact Required
12. Willful defiance or disruption of school activities, including failure to follow school rules, directives or instruction of staff or teachers, or code of conduct for school bus passengers (<i>EC 48915(e); EC 48900(k)</i>).	Yes, unless pupil's presence causes a danger to persons	Yes, if student is in 4 th grade or higher	no	no
13. Knowingly received stolen school or private property (<i>EC 48915(e); EC 48900(l)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
14. Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm (<i>EC 48915(e); EC 48900(m)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
15. Committed or attempted to commit a sexual assault or battery (<i>EC 48915(e); EC 48900(n)</i>)	Yes, unless pupil's presence causes a danger to persons	yes	yes	yes
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (<i>EC 48900(o)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
17. Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma (<i>EC 48900(p)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
18. Engaged in or attempted to engage in hazing or bullying (<i>EC 48900(q, r)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
19. Aiding or abetting the infliction or attempted infliction of physical injury to another person (<i>EC 48900(t)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	Expulsion could move forward under <i>EC 48900(a)(1)</i> or <i>(2)</i>	no
20. Committed sexual harassment, including, but not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grade 4-12. (<i>EC 48915(e); EC 48900.2</i>)	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
21. Cause, threaten, attempt to cause, or participate in an act of hate violence. Applies to grades 4-12. (<i>EC 48915(e); EC 48900.3</i>)	Yes, unless pupil's presence causes a danger to persons	yes	yes	no

Offense	Alternative to Suspension	May Suspend	May Recommend Expulsion	Law Enforcement Contact Required
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. Applies to grades 4-12. (EC 48915(e); EC 48900.4).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
23. Made terrorist threats against school officials and/or school property. (EC 48900.7)	Yes, unless pupil's presence causes a danger to persons	yes	yes	no

Parents' Duty to Discipline and Control Their Children

Under California law, parents and legal guardians are responsible for the conduct of their minor children. Ultimately, parents must maintain discipline and control of their children's behavior, whether at school or away from school. The parental duty in this regard includes direct responsibility for all aspects of children's conduct and financial liability for their misconduct or negligence. (*Family Code Section 3900*)

While parents are ultimately liable, students are required to conform their conduct to acceptable standards. These general standards (*California Code of Regulations Section 300*) include the duties to:

- Attend school punctually and regularly;
- Obey promptly all directives of teachers and others in authority;
- Observe good order and proper deportment;
- Be respectful to teachers and others in authority;
- Be kind and courteous to other students;
- Refrain entirely from the use of profane and vulgar language;
- Remain on school premises.

In addition, students are prohibited from engaging in any conduct that constitutes grounds for suspension or expulsion. (*Education Code Sections 48900, 48915*)

The parent of a student who possesses a firearm or live ammunition may be ordered to participate in parent education classes. (*Penal Code Section 12101*)

The parent of a student whose willful misconduct results in injury or death to any pupil, employee or volunteer, or who willfully injures the property of such person is liable for damages not to exceed \$10,000, and for all school property loaned to a minor and not returned on demand. (*Education Code Section 48904*)

Definition of Consequences

- **Expulsion** - The student is denied attendance at any school in the District.
- **Suspension** - The student is excluded from school and school activities. The student may not return to regular attendance until the total number of suspension days has been completed. During the term of the suspension, the student may not be present on any school district campus or activity.
- **In-House Suspension** - The student is excluded from all classes, passing periods, breaks, and lunch recess. The student reports to the office/Alternative Center with sufficient school work and all necessary texts.
- **In-House Detention** – The student reports to the office/Alternative Center for specific periods of the day, though not all (see above for **In-House Suspension**). Student misses appropriate passing periods, breaks, and lunch recesses.
- **Administrative Detention** - The student reports to assigned detention within the detention guidelines explained by the assigning administrator.
- **Teacher Detention** - As part of a teacher's classroom management plan, a student may be required to serve detention as a consequence for breaking a class rule. Teacher detentions are assigned by the teacher and served in the teacher's room. Teachers will give parents 24-hour notification for after-school teacher detentions (K-8).
- **Campus Clean-Up** - The student spends time picking up litter and/or cleaning around the school. Gloves will be provided for the student.
- **Activity Restriction** - The student is not allowed to participate in co-curricular or extra curricular activities, which may include teams, assemblies, and rewards.

Jurisdiction: Education Code 48900(s)

A pupil is subject to school discipline and MAY be suspended for a maximum of five consecutive days by school site administration, or expelled by the Board of Education for acts specified in the Code of Conduct that are related to school activity or school attendance occurring at any District school or within any other school district, including **but not limited to** any of the following:

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

Expulsion

Expulsion is the removal of a student from comprehensive and continuation schools in the New Haven Unified School District for violating the California Education Code as ordered by the Board of Education. Whether a student is expelled is a decision made by the Board of Education. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

California Education Code requires site administrators to make a recommendation of expulsion to the Board of Education if students exhibit any of the following behaviors:

- Possession, sale, or furnishing of a firearm;

- Brandishing a knife;
- Sale of drugs;
- Committing or attempting to commit sexual assault or battery;
- Possession of explosives.

California Education Code **requires** the school administrator to **consider** expulsion if the student commits one of the following offenses:

- Causing serious physical injury to another person except in self-defense;
- Possession of a knife, explosive, or other dangerous object of no reasonable use to the pupil;
- Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana;
- Robbery or extortion;
- Assault or battery upon a school employee.

A pupil **SHALL NOT** be disciplined, suspended, or recommended for expulsion unless the superintendent, a designee, or the principal of the school in which the student is enrolled determines the pupil has violated one or more parts of the Standards of Behavior (*Education Code 48900 and Education Code 48915*).

Expulsion as Maximum Consequence

It is the policy of the District that expulsion will be imposed when other means of correction have failed, **or** when keeping the student in school would be detrimental to the general welfare of the school, the students, or the employees.

The Board of Education's decision to expel a student depends upon the seriousness of the offense, the history of infractions of school rules and regulations, and consideration of the safety and welfare of the student, other students, and the staff.

Should an expelled student want to enroll in another school district, the parents must inform the receiving district of the student's status regarding the expulsion. (*Education Code Sections 48915(b), 48915(e), 48915.1(b)*)

Suspended Enforcement of Expulsion

Upon the outcome of a review of the facts related to a student's case, the Board of Education may decide that the student be expelled and that the order of expulsion be suspended. In this case, a student can be allowed to return to school on a probationary status. A rehabilitation plan serves as the basis for the decision to recommend the student back to regular status at the end of the term of the expulsion.

Rehabilitation plans can stipulate, but are not limited to, the following conditions:

- The student consistently attends school;
- The student's academic record indicates grades of C or higher;
- The student does not receive any additional disciplinary referrals or suspensions during the expulsion period
- The student completes counseling related to the decision that the student made resulting in suspension of expulsion.
- The student completes community service hours.

Suspension

A student may be removed from regular school activities for up to five consecutive school days, for a maximum of 20 school days per year. Students who have transferred school sites may be suspended for up to 10 additional school days. The Superintendent or designee can extend a suspension beyond five consecutive days in the case of an expulsion recommendation.

Suspended students may not be present on any school property or attend any school activity, whether at a public or private facility, during the entire period of suspension. Students may be required to complete all assignments and tests missed during the period of suspension. (*Education Code Section 48913*)

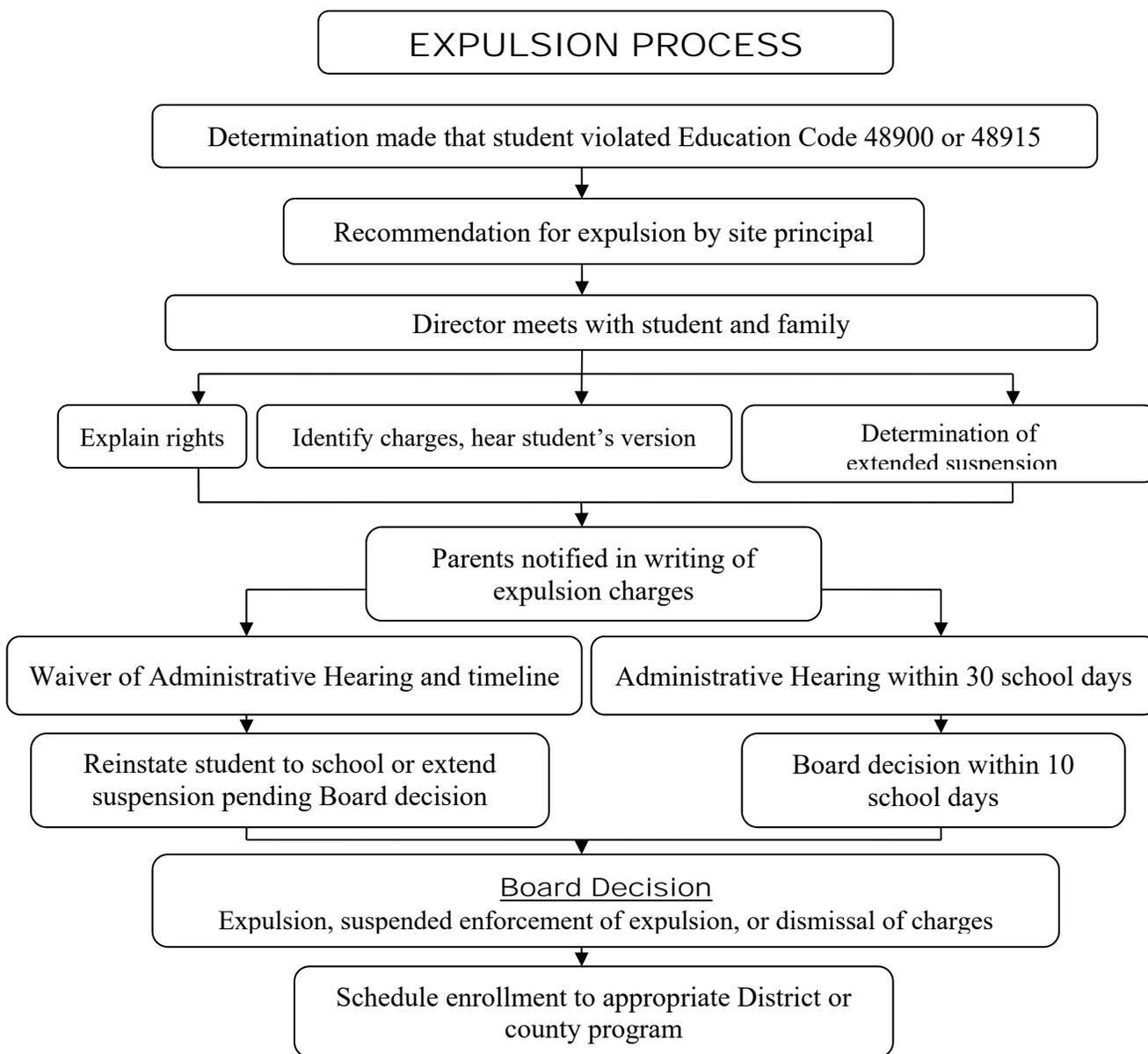
Before students are suspended, they will meet with a site administrator to discuss the misconduct unless it is an

emergency situation. Students shall have the opportunity to present their version of the incident and evidence in their defense.

Length of suspensions will be determined on a case-by-case basis by the administrator imposing the suspension, taking into account any mitigating or aggravating circumstances.

Records of Suspension or Expulsion

Every suspension and expulsion will be specifically identified by the offense committed in all official records of the student. The teachers of each student suspended or expelled will be notified of all offenses from the three previous school years, and all suspensions will be reported to the Superintendent or designee. (*Education Code Sections 48900.8, 49079*)



Behavior Violation Consequences

The consequence(s) listed under each violation is (are) determined by the school administration, based upon its investigation. Consequences may be modified based on a student's past history, demeanor and the seriousness of the incident. In cases involving suspension, if a student is determined to be the aggressor, additional day(s) may be added and consequences may include a police referral and possible recommendation for expulsion. California Education Code (Section 48900.5) states that schools are authorized to suspend for a first offense of E.C. Sections 48900(a)-(e). For other E.C. 48900 violations, schools must attempt alternative means of correction before suspension, unless the pupil's presence causes a danger to persons. Alternative means may include, but are not limited to: a parent conference, referral to school counselor, psychologist or social worker, referral to Student Study Team, or participation in a restorative justice program.

Attendance Violations

Offense/Consequences

1. Tardies

- After fifth tardy, meeting with administrator or designee
- After 10th tardy, student is placed on Attendance Restriction and loses activity privileges for remainder of quarter

2. Class cut/all day cut

- Administrative Detention
- Parent contact
- Alternative Center/In-House

3. Leaving grounds without proper clearance

- Administrative Detention
- Parent contact
- Alternative Center/In-House

4. Unauthorized visit to out-of-District or in-District school, or a single visit in which a conflict occurs.

(Note: During school hours and the time co-curricular activities are taking place, students are prohibited from being on or within two blocks of any campus other where they are enrolled.)

- Warning
- Parent contact
- Suspension
- Police Report
- Expulsion

5. Returning to school or school activity while suspended

- Extension of Suspension

Substance Abuse Violations

6. Possession, use, sale or furnishing of drugs, alcohol, or a controlled substance

- Referral to drug counseling program
- Alternative Center
- Suspension
- Expulsion

7. Possess, offer, arrange or negotiate sale of drug paraphernalia

- Alternative means of correction (see above)
- Alternative Center
- Suspension
- Expulsion

8. Possession/use of tobacco or nicotine product

- Alternative means of correction (see above)
- Alternative Center
- Suspension

Property Offense Violations

9. Vandalism, defacement, destruction of school or private property

- Alternative means of correction (see above)

- Alternative Center/charge for replacement of school property
- Suspension
- Police Report
- Expulsion

10. Steal/attempt to steal school or private property

- Alternative means of correction (see above)
- Alternative Center
- Suspension
- Police Report
- Expulsion

11. Knowingly receive stolen property/possession of stolen property

- Alternative means of correction (see above)
- Alternative Center
- Suspension
- Police Report
- Expulsion

Offenses Against Persons

12. Harassment, threatening, bullying or intimidation of another student

- Alternative means of correction (see above)
- Conflict Manager referral/Conflict mediation
- Counseling referral
- Parent contact
- Administrative Detention
- Alternative Center
- Suspension
- Expulsion

13. Profanity/abusive language not directed toward or threatening another student

- Alternative means of correction (see above)
- Administrative Detention
- Parent contact
- Alternative Center

14. Sexual Harassment, inappropriate or obscene gesture/act or comments towards another individual

- Alternative means of correction (see above)
- SST intervention/conference with parents
- Follow-up counseling
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Police report
- Expulsion

15. Willfully used violence on another person

- SST intervention/conference with parents.
- Follow-up counseling
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Police Report
- Expulsion

16. Profanity/Abusive Language or gesture directed at another student

- Alternative means of correction (see above)
- Administrative Detentions
- Parent contact
- Alternative Center/In-House Suspension
- Expulsion

17. Profanity/abuse language or gesture directed at a district employee

- Alternative means of correction (see above)
- Parent contact
- Alternative Center/In-House Suspension
- Suspension

18. Racial, sexual orientation, handicapping condition, and/or ethnic slurs, logos, symbols, objects, profanity/abusive language and/or gestures directed at another student or group of students, bullying

- Alternative means of correction (see above)
- Administrative Detention
- Parent contact
- Alternative Center
- Suspension
- Expulsion

19. Defiance/arguing with school authority

- Alternative means of correction (see above)
- Parent contact
- Alternative Center/In-House Suspension
- Suspension

20. Obscene act or gesture, vulgarity or habitual profanity

- Alternative means of correction (see above)
- Alternative Center/In-House Suspension
- Parent contact
- Suspension
- Police Report
- Expulsion

21. Unnecessary physical force towards another student, instigating or inciting other students to fight/causing a riot or unsafe situation

- Alternative means of correction (see above)
- Parent contact
- Alternative Center/In-House Suspension
- Suspension
- Expulsion

22. Causing/attempting/threatening physical injury to another person, including fighting

- Alternative means of correction (see above)
- Suspension
- Police Report
- Expulsion

23. Attempted or committed robbery or extortion

- Suspension
- Police Report
- Expulsion

24. Attempted or committed sexual assault or committed sexual battery

- Suspension
- Police Report
- Expulsion

25. Attempted, threatened, caused or participated in hate violence

- Alternative means of correction (see above)
- Suspension
- Expulsion

26. Made a terrorist threat

- Alternative means of correction (see above)
- Suspension
- Expulsion

Additional Offenses

27. Safety violation (running, pushing, rough play)

- Administrative Detention
- Parent contact
- Alternative Center/In-House

28. Spitting, throwing food or other objects, gum chewing, food in unauthorized area, littering, or possession of sunflower seeds; no gum or sunflower seeds are allowed on campus

- Parent contact
- Administrative Detention
- Clean-up

29. Abuse of hall pass/unusual length of return/out of assigned area

- Administrative Detention
- Parent contact

30. Inappropriate display of affection (e.g. inappropriate embraces, kissing)

- Warning from administrator or designee
- Parent contact
- Administrative Detention

31. Inappropriate use of electronic equipment, TVs, cellular phones, electronic games, skateboards, roller blades, or other items/toys distracting to instruction

- Confiscation
- Parent contact
- Parent may be required to pick item up
- Confiscation until parent picks up at end of school year.

32. Inappropriate attire: Students should come to school in attire that is appropriate to a safe and supportive learning environment; the district provides parents with a dress code policy

- Student required to change into more acceptable attire. Prior to returning to class, student will be given make up work for missed class time.
- Parent contact
- Counselor referral
- Suspension

33. Gambling/Selling unauthorized items/trading

- Parent contact
- Material confiscated
- Administrative Detention
- Suspension

34. Possession of an imitation firearm

- Alternative means of correction (see above)
- Parent contact
- Material confiscated
- Administrative Detention
- Police report
- Suspension
- Expulsion

35. Forgery/falsifying school records or documents

- Alternative means of correction (see above)
- Parent contact
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Expulsion

36. Cheating

- Alternative means of correction (see above)
- Parent contact
- Assignment given an "F" with no make-up allowed
- Alternative Center/ Saturday School
- Suspension

37. Disrupt school activities or defy school personnel

- Alternative means of correction (see above)
- Parent contact
- Alternative Center
- Suspension

38. Failure to return a Parent Contact Notice

- Parent contacted by teacher
- Administrative Detention

39. On school grounds without permission or after school; not in a supervised activity

- Parent contact
- Administrative Detention
- Alternative Center/In-House Suspension

40. Possession of objects that can be used to deface property or cause a disruption (permanent markers, glass bottles, stink bombs, water toys, matches, confetti, lighters, spray paint, whipped cream, etc.); inappropriate behavior such as throwing eggs, flour, etc., at other students

- Parent Contact
- Confiscation of items
- Administrative Detention
- Alternative Center
- Suspension

41. Hair spray/aerosol products used anywhere on campus except in the P.E. locker rooms

- Confiscation of item until end of day
- Parent pick-up of item
- Administrative Detention
- Alternative Center/In-House Suspension

42. Possession of a weapon, explosive or dangerous object

- Confiscation of item
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Police report
- Expulsion

43. Possession/use of firecrackers or other explosives, setting off false fire alarm

- Suspension
- Police Report
- Expulsion

44. Create an intimidating or hostile environment

- Alternative means of correction (see above)
- Parent contact
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Expulsion

45. Possession or use of laser pointers

- Confiscation of item until end of year
- Parent picks up item
- Administrative Detention
- Suspension

46. Inappropriate use of technological resources

- Loss of access to technological resources
- Parent contact
- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension
- Expulsion

Violation of Assigned Consequences

47. Repeated violations of teacher's rules in classroom

- Parent Contact
- Teacher consequences as stated in their management plan
- Teacher consequences plus Administrative Detention
- Teacher consequences plus Alternative Center
- Suspension

48. No show for Classroom Detention

- Parent contact made by teacher
- Administrative Detention

49. No show for Administrative Detention

- Original Administrative Detention plus additional Detention
- Original Administrative Detention plus Alternative Center

50. Dismissal from Administrative Detention

- Alternative Center/In-House Suspension
- Suspension

51. Dismissal from Alternative Center

- Suspension
- Parent Contact

Due Process Rights

In applying the discipline policies, all school staff members are expected to treat students in a consistent, fair and equitable manner and to assure due process for all students. Parents and students have the following rights:

- To be informed of the policies and rules governing student conduct and discipline;
- To be informed of charges of misconduct and the evidence used as a basis for the charges;
- To present his/her version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action being taken, unless the administrator deems it an emergency situation;
- To have a conference with school staff;
- To be notified in advance of any disciplinary hearing;
- To appear and be represented in disciplinary hearings;
- To appeal expulsion decisions by the New Haven Board of Education to the Alameda County Board of Education.

School Site Pupil Discipline Rules

Each school has pupil disciplinary rules consistent with and in addition to the District's rules, a copy of which will be provided for each enrolled student.

Disciplinary Actions

Students – including pupils enrolled in special education programs or receiving educational services pursuant to *Section 504* – found to have committed any act of misconduct listed as grounds for disciplinary action may be suspended, involuntarily transferred or expelled from school following due process (see above). The use of corporal punishment is prohibited in New Haven schools.

Involuntary Transfer

If it is determined that a student has committed any act of misconduct listed in Education Code 48900 or that the student has been habitually truant or irregular in attendance, the student may be involuntarily transferred to another regular school or to an alternative school. (*Education Code Section 48432.5*) Specific procedures must be followed for a transfer from the comprehensive high school (James Logan) to the continuation high school (Conley-Caraballo).

If a student is involuntarily transferred, the student's parent(s)/guardian(s) are responsible for arranging transportation.

Discipline by Teacher

For acts of misconduct, a teacher can:

1. Keep a student after school for not more than one hour at the end of the school day;
2. Refer the student to the appropriate administrator;
3. Address and enforce rules of conduct for students;
4. Require, following written notice, the pupil's parent/guardian to attend a portion of the school day in the teacher's class if the student disrupted school activities, willfully defied the valid authority of the teacher or other school personnel engaged in the performance of their duties, or committed an obscene act or engaged in habitual profanity or vulgarity;
5. Suspend student from class for the day and the next. (*Education Code Sections 48900.1, 48900 (k), 48900(i), 48910*)

Remaining on Campus

Students may not leave the school during the regular day. Students who leave campus without an off-grounds pass will be considered truant. Once a student arrives on campus, he or she may not leave the campus until the completion of the school day.

STUDENTS ARE PROHIBITED FROM VISITING ANY OTHER CAMPUS during school hours, or while any activities are taking place, unless **prior permission** has been obtained in **writing** from the principal of the school or a District office administrator.

Personal Property

Students are discouraged from wearing expensive clothing or jewelry, or bringing expensive personal items to school. The District is not responsible for the loss of a student's personal property.

Students may not bring toys to school unless given express permission by their classroom teacher or site administrator.

Cellular Phones and Other Devices

Students in grades 6-12 may possess or use electronic signaling devices such as pagers and cellular/digital telephones, provided that such devices do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off and put away during class and at other times based on the guidelines established by the District.

If disruption occurs, any school employee may direct the student to turn off the device and/or confiscate the device until the end of the class period, school day or a future time as determined by site administration.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health or the health interests of a member of the student's immediate family and the use of which is limited to health-related purposes. (*Education Code Section 48901.5*)

Students in grades K-5 must keep any cell phone off and away during the school day.

Liability for Damages and Losses

According to state law, parents or guardians are liable for all the damages caused by the willful misconduct of their children. Liability limits are adjusted annually for inflation.

Parents are also liable for:

1. Any reward posted by the District for the offenses stated above;
2. All textbooks, musical instruments or other school property loaned to the student and not returned.

The District may withhold the grades, diplomas, and transcripts of the student(s) responsible until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of monetary damages. (*Education Code Section 48904*)

Contacting Police and/or CPS

When students are alleged to have broken the law, school officials are obligated to contact the police. Situations that require contacting the police may include, but are not limited to: physical attacks upon students or staff; possession of firearms or other weapons; and the possession of or selling of drugs.

All District staff are mandated to report suspected child abuse to Child Protective Services (CPS) or the police. Once such a report is made, it is the responsibility of CPS or the police to decide whether to investigate such matters.

Police Interviews With Students

Law enforcement officers may question students at school in connection with their investigation of either school-related or non-school matters. School officials will provide students an opportunity to have another adult present.

For K-5 students, school officials will contact parents before questioning, except in cases of school emergency or suspected child abuse. In the event parents or guardian cannot be reached by telephone at the time of the interview, a written explanation of what occurred will be sent to the parent or other adult within three days.

Dress Code

(Education Code Section 35183)

The Board of Education (*Board Policy 5132*) believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the District.

Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Any clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger of imminent commission of unlawful acts on school premises, the violation of lawful school regulations, or the disruption of the orderly operation of the school is prohibited.

The principal, staff and parents/guardians may recommend a voluntary school uniform policy to the Board when it is determined through parent and/or student involvement programs that such a voluntary school uniform would be beneficial.

Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted.

(cf. 5145.2 - Freedom of Speech/Expression)

* * *

The outdoor use of sun-protective clothing, including but not limited to hats is permitted. However, specific clothing

and hats determined to be gang-related or otherwise inappropriate under this policy are prohibited.

Gangs constitute a danger to students and therefore, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a District school may wish to establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from an adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 – Discipline)

NOTE: At the discretion of the administration, school sites may ban particular items of clothing, with parental notification.

Kirpans

A kirpan is a religious artifact that is worn by baptized Sikhs as part of their practice of their religion. In order for this object to be permitted on a New Haven campus, it must meet the following requirements:

1. The kirpan may be worn only by a baptized Sikh.
2. The kirpan must be wrapped with a strap so it is securely held and cannot be easily removed from the sheath.
3. The kirpan must be blunted.
4. The kirpan and sheath must be secured together in the sash and belt.
5. For physical activity, the kirpan and sheath must be secured tightly to the body by an additional belt.
6. The kirpan must be invisibly worn under the clothing at all times.
7. No kirpan blade shall be longer than approximately 3-3½ inches in length with a total length no longer than 6½-7 inches.

The police department and school districts will treat kirpans as weapons if: 1) The kirpan is not worn described above; 2) It is intentionally shown to another person, brandished, or used as a threat or a weapon.

Nothing in this policy permits a kirpan to be shown to another, or used as a weapon in any way (threatening, brandishing, showing) on any school campus. Students who use the kirpan as a weapon or show it to others will be subject to the same disciplinary action as any student who shows, brandishes, or in any way possesses a weapon on campus or in connection with the campus.

Food & Nutrition and Other Services

Nutrition Program

The California Department of Education has established a statewide program to provide nutritious meals and milk at school and free meals to the neediest children. In some instances, nominal cash payments may be required (*Education Code Sections 48980(b), 49510 et seq.*). The New Haven Unified School District participates in the School Breakfast, National School Lunch Program, Summer Feeding Program and After School Supper Meal and Snacks Program, providing nutritious meals to students.

Notice of Free and Reduced-Price Meals: Needy children may be eligible for free or reduced-price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified. (*Education Code Sections 48980(b), 49510, 49520, 49558*)

Applications for free and reduced-price meals are available at the school sites, the Mary Cordoza Food Service Center, 2831 Faber St., Union City; and on the District website (www.nhusd.k12.ca.us). Applications must be filled out at the beginning of each school year.

Meal prices for 2018-19:	Breakfast	(Reduced)	Lunch	(Reduced)
• Elementary Schools:	\$1.00	(.30)	\$3.25	(.40)
• Middle Schools:	\$1.25	(.30)	\$3.75	(.40)
• High Schools:	\$1.25	(.30)	\$4.00	(.40)

Payments can be made online (www.myschoolbucks.com), on the NHUSD Food Service website or via credit card by calling the Food and Nutrition Services Department. Questions regarding pricing or menus can be answered at the school sites or by calling Food and Nutrition Services: (510) 475-3992, ext. 60747.

Student Wellness

Students' lifelong eating habits promote a healthy lifestyle and are greatly influenced by the types of foods and beverages available to them. Food & Nutrition Services will ensure that reimbursable school meals and other food sales meet the program requirements and nutrition standards set forth under the state and federal mandates. (*Healthy and Hunger Free Kids Act 2013 and AB 626: Snacks in School*)

In addition:

- The District will engage students, parents, teachers, exercise and nutrition professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing District-wide nutrition and physical activity policies;
- All students in grades K-8 will have opportunities, support and encouragement to be physically active on a regular basis;
- Foods and beverages sold/served at school (including 30 minutes before and after) will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and current state law;
- Food service providers will offer food choices that support environmentally sustainable practices where practical and economical;
- Schools will provide consistent nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs;
- Staff and teachers are encouraged to model healthy behaviors in alignment with the wellness policy.

Bus Transportation

The District offers transportation only to special education students as mandated by law. Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus. (*Education Code 39831.5*)

The District also encourages parents to consider carpooling as an option for getting children to and from school. All New Haven schools are signed up for **511 SchoolPool**, which matches parents who make similar school trips. To use this free service, register online (www.schoolpool.511.org), then use the pull-down menu to select *New Haven Unified School District* and the school(s) your child(ren) attend(s). You will receive a "matchlist" with the names and contact information of other parents who have signed up for carpooling as well as for biking or walking pools. Parents can e-mail or call one another to arrange shared rides to school. SchoolPool does not disclose your child's name; only your name and the contact information that you provide.

511 SchoolPool is not formally affiliated with the District. This information is being shared only as a resource for parents.

Public transportation: AC Transit and Union City Transit buses serve many of the District's attendance areas, and both services offer discounted youth fares. For AC Transit information, call 817-1717 or go to the website (www.actransit.org). For Union City Transit information, call 471-1411 or go to the city's website (www.ci.union-city.ca.us) and click on *Departments* and *Transit*.

Kids First (Extended Day)

Kids First is the District's elementary school before-school and after-school childcare program, offering on-site, fee-based childcare services in a safe and nurturing environment. The program, which operates from 7 to 8 a.m. and from 2:05 to 6:20 p.m. every day school is in session, includes an after school supper, homework assistance, arts and crafts, cooking activities, gardening and supervised play.

Kids First offers full-time and part-time care, as well as a pre-paid drop-in service. Cost is \$5.30 per hour. Reduced rate, for families who qualify for free or reduced-price lunch, is \$3 per hour. For more information, contact the Kids First Program Specialist at your school (ext. 5) or the Pupil Services Manager at 476-2605.

James Logan Health Center

The James Logan High School Health Center, established in 1995 as a partnership between the New Haven Unified School District and the Tiburcio Vasquez Health Center, provides preventive, health maintenance and primary health care service for Logan High students.

The health center emphasizes disease prevention and health promotion and also assists in identifying, managing and treating health problems.

To receive services, a student must have documented parent consent, except for "sensitive services" as mandated by California law (see Page 17, *Confidential Medical Services*).

Club Une

Club Une, a program of Union City Leisure Services, offers a variety of before- and after-school enrichment classes at both Cesar Chavez Middle and Itliong-Vera Cruz Middle School. Homework assistance and other activities designed to broaden and challenge young minds are available after school Monday through Friday. Registration is required.

For information, call 675-5806 or visit www.union-city.org and click on *Leisure Services*.

Union City Youth & Family Services

The City of Union City, through its Youth and Family Services Department, offers parenting workshops for those interested in parenting strategies to address school issues, reduce family conflict, motivate teens and intervene in high-risk behaviors. Sessions are available in both English and Spanish. For more information, call 675-5217 (English) or 675-5821 (Spanish), or visit the Youth and Family Service's page at www.unioncity.org

The city also offers a variety of other services as a part of their youth violence prevention program, which is designed to address the underlying issues that contribute to violence in our community. The District is cooperating with the city in its efforts to provide counseling, crisis support, street outreach, case management and youth employment services to youth and their families.. More information: 675-5817.

Information on Student Fees

The New Haven Unified School District has a proud tradition of excellence, both in the classroom and in co-curricular and extra-curricular activities. While the California Constitution mandates that public education be provided to students free of charge, the District – in its efforts to provide students with the highest possible level of programs and opportunities – for many years has solicited support from parents and the community.

As public education addresses the issue of fees, charges, deposits, donations and fundraising related to courses and activities, it is important to remember that the question is not whether schools and their communities can raise money to support programs – they can. The question is how to make certain that funds are raised lawfully.

The State Constitution requires that public education be provided to students free of charge. A student's right to a free education is for all school/educational activities, whether curricular or extra-curricular, and whether the student receives a grade for the activity or class. Subject to certain exceptions, a student's right to a free public education means that neither the student nor the student's family can be required to purchase materials, supplies, equipment or uniforms for any school activity, nor can the student or the student's family be required to pay security deposits for access, participation, materials or equipment.

Students may be required to attend a fundraising event; however, a student who is unable to raise funds for the event will not be prevented from participating in an educational activity.

The District is required to establish policies concerning the provision of a free education to pupils. The District is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the District's fee policies and complaint process shall be provided to pupils, parents, guardians and employees on a regular basis. (*Education Code Sections 49010 et seq.*)

Student/Parent Rights

California law requires the District to notify you of your rights as parents/guardians of students under the age of 18 (minor pupils), including your right to either permit or refuse to permit your child to take part in certain activities, programs and courses. Please note that the laws dealing with each topic are only briefly summarized here. Complete copies of regulations are available upon request from your school principal or the District office.

Sex Education and HIV, AIDS Prevention

The purpose of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Codes 51930 through 51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The New Haven School District will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year.

Parents or guardians may:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
- Request a copy of Education Codes 51930 through 51939
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
- When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate.

Dissection of Animals

(*EC §32255 et seq.*): Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Excuse From Instruction in Health

Upon written request of a parent, a pupil may be excused from any part of instruction in health that conflicts with the parent(s)' religious training or beliefs (including personal moral convictions). (*EC 51240*)

Temporary Disability

A temporary disability that makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the pupil's parent or guardian to notify the School district in which the pupil is deemed to reside of the pupil's need for individualized instruction.

A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student's school district of residence, shall be deemed to comply with the residency requirements of the school district in which the hospital is located. (*Education Code Sections 48206.3, 48207, 48208, 48980(b)*)

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

Physical Exams and Testing

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Vision Appraisal

(*EC §49455*) The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The appraisal shall include tests for visual acuity, near vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

Unsafe School Choice Option

The New Haven Unified School District, in compliance with the Unsafe School Choice Option (USCO) policy, allows a student attending a school that has been identified as persistently dangerous, or who becomes a victim of a violent criminal offense while on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the District.

Parents' Right to Campus Access

Peaceful conduct and good order are required of all at schools and activities, and are essential to an ideal learning environment. It is against the law to interfere with the good order or peaceful conduct of school activities or to threaten any student or employee at a school or on District property. The principal or his/her designee has the authority to determine whether any person has interfered with the good order or conduct of the school. (*Penal Code Section 415.5*) In addition, the principal or designee has the authority to withdraw consent for any person or persons to remain on the campus or other facility for up to 7 days. Consent shall be reinstated by the principal whenever he or she has reason to believe that the presence of the person from whom consent was withdrawn will not constitute a substantial and material threat to orderly operation.

In no case shall consent be withdrawn for longer than 7 days from the date upon which consent was initially withdrawn. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the one-week period. The written request shall state the address to which notice of hearing is to be sent. The principal shall grant such a hearing not later than seven days from the date of receipt of the request and shall immediately mail a written notice of the time, place and date of such hearing to such person. (*Penal Code Section 626.4 (c)*)

Federal Race and Ethnicity Data Collection Reporting

The U.S. Department of Education requires the District to collect data on staff and student race and ethnicity for federal education eligibility and accountability reports. The California Department of Education also requires districts and schools to collect and report data consistent with these federal requirements. There are state and federal laws that require race and ethnicity data to be collected, such as laws enabling state assessments (e.g. *EC § 60640*), Special Education data collection (*EC § 56601* and *56602*), and federal Equal Employment Opportunity Commission (EEOC) work force reports (Section 709(c), Title VII, Civil Rights Act of 1967, as Amended by the Equal Employment Opportunity Act of 1972).

Cal Grant Program

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. You may opt out of such automatic designation by submitting a written opt-out request by October 1 of your grade 12 academic year. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC at the end of the first semester.

Foster/Homeless Youth Rights

Foster and homeless youth are allowed educational rights, such as immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services, and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the local high school. (*EC §48853, 49069, 51225*)

Educational Equity

(*EC §234.7*): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant/rights>.

Student Records & Information

Student Records

Notice of Privacy Rights of Parents and Students (*EC §49063 et seq., §49069, §49073, 34 Code of Federal Regulations 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act*): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to:

1. Parents of students 17 and younger;
2. Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose;
3. Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students");
4. Pupils age 14 and over who are identified as both homeless and an unaccompanied youth;
5. Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page.

District policies and procedures relating to: location of, and types of records; kinds of information retained; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within 10 school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the District is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (*20 USC Section 1232(g)*).

Compliance With or Court Order (*EC §49076 and 49077*): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

Release of Student Records to School Officials and Employees of the District (*EC §49076(a)(1) and 49064(d)*): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

Release Juvenile Information - Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court.

Directory Information

Release of Pupil Directory Information (*EC §49073*): The District also makes student *directory information* available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with Board Policy. In addition, height and weight of athletes may be made available.

Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Names and addresses of seniors or terminating students may be given to public or private schools and colleges.

Parents and eligible students will be notified prior to the destruction of any special education records.

Upon written request from the parent of a student age 17 or younger, the District will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

Military Recruiter Information

(*EC §49073, 34 CFR 99.37*) Federal law requires that school districts disclose the names, addresses and telephone numbers of high school students to military recruiters, unless the parent/guardian requests that this information not be released for his/her student.

If you do not wish this information to be provided to military recruiters, you must notify the District, in writing. The notification should be directed to: Marcus Lam, Director of Pupil Services, 34200 Alvarado-Niles Rd., Union City, 94587.

Complaints

The Complaint Procedure outlined below (Board Policy C 1360) can be used by parents or guardians of District students or members of community who allege a violation of state or federal law or regulation, discrimination, or any other complaint or dispute against the District or an employee of the District. However, individuals with complaints are urged to first attempt to clarify the situation with the people immediately involved. Ask to meet informally with the person(s) involved before discussing the issue with the school principal or program manager. If the problem is not resolved at this level, request a meeting with the immediate supervisor of the school or department. See the Addendum for information about two other complaint procedures to be used in specific cases: the Uniform Complaint Procedure and Williams Settlement complaints.

Complaint Procedure

1. Applicability

1. Complaints by parents or guardians of pupils enrolled in the District regarding employees of the District.
2. Complaints by members of the community regarding employees of the District.
3. Complaints alleging a violation of state or federal law or regulations regarding operation of one or more Consolidated Application programs.
4. Complaints alleging discrimination on the basis of race, color, sex, national origin or ancestry, religion, age, marital status, physical handicap, or medical condition.
5. Any other complaint or dispute against the District or an officer or employee of the District, in which the parties agree in writing to submit the dispute for resolution under the provisions of this policy.

2. Exclusions

This policy does not apply to any dispute which may be processed as a grievance under a negotiated agreement between the District and the exclusive representative of an employee bargaining unit.

3. Definitions

Complainant: A person who makes a complaint under this policy. *LEA (Local Education Agency):* New Haven Unified School District (also referred to as the "District"). *Respondent:* A District officer or employee against whom a complaint is made under this policy. *SDE:* State Department of Education.

4. Informal Resolution

Every effort shall be made to resolve the complaint informally at the site or program level. If the complaint is not resolved at that level, the site/program supervisor and/or the complainant may refer the complaint to the Superintendent (through the Director of Pupil Services), who may attempt to resolve the complaint informally. If the complaint is not resolved informally at the Superintendent's level, the complainant may file a formal written complaint.

5. Formal Complaint: Superintendent Level

- a) Form and Content. A complaint must be submitted in writing on a District complaint form (NOTE: This form is available at all school sites and at the Centralized Enrollment Center, 34200 Alvarado-Niles Rd., Union City) and shall be dated and signed by the complainant. The complainant shall set forth in detail the factual basis for the complaint. The complaint shall include specific references to laws, regulations, or policies, if any, which are alleged to have been violated.
- b) Procedure. The channel for a formal complaint shall

be through the Superintendent to the Board of Education. A Board member who receives a formal complaint directly from any complainant shall refer the complaint to the Superintendent for processing. A copy of the complaint shall be forwarded promptly by the Superintendent or Superintendent's designee to the respondent.

- c) Response to Complaint. The respondent shall be entitled to respond to the complaint in written or oral form or both. Neither the complaint nor any information of a derogatory nature relating to the complaint shall be entered or filed in the respondent's personnel file unless and until the respondent is given notice and an opportunity to review and comment thereon. The respondent shall have the right to enter, and have attached to any such derogatory statement, his or her own comments thereon.
- d) Investigation. The Superintendent or Superintendent's designee shall investigate the complaint. The investigation may include conferences with the complainant and the respondent (separately or together, at the discretion of the Superintendent or designee) if appropriate. The Superintendent or designee may, but shall not be required to, hold a hearing as a part of the investigation. Either party may be assisted by an attorney or non-attorney representative in the course of the investigation.
- e) Records. A complaint pursuant to this policy shall be deemed to be a personnel record, the disclosure of which would constitute an unwarranted invasion of personal privacy within the meaning of *Government Code Section 6254(c)*. It is, therefore, the intent of the Board of Education that disclosure of such complaints shall not be required under the provisions of *Government Code Sections 6250-6268 (the California Public Records Act)*.
- f) Decision. The Superintendent or designee shall render a decision within 15 working days following receipt of signed statements from the school/program supervisor, complainant and respondent. Copies of the decision shall be mailed or delivered to the parties.

6. Formal Complaint: Appeal to Board of Education

A complainant or respondent who is not satisfied with the decision by the Superintendent or designee may appeal to the Board of Education within 10 working days after the decision is mailed or delivered to the parties. The Board shall hold a hearing on the complaint within 20 working days following receipt of the appeal. The Board shall render a decision within 15 working days after the hearing.

The Board's decision shall be final, subject to the right of a party in an appropriate case to appeal to the SDE or to seek judicial review. In a case in which a party has a right to appeal to the SDE, the District shall provide the party, upon written request, a copy of the SDE appeal procedure.

Addendum

The State of California requires that parents be notified of their rights and responsibilities in certain matters pertaining to their children's education. In addition to the information provided in the main section of the Parent/Student Handbook, this Notice informs you of your rights and responsibilities under other applicable sections of the Education Code and state and federal regulations.

ASBESTOS MANAGEMENT PLAN

The New Haven Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact our Corporation Yard. (40 C.F.R. § 763.93)

ATTENDANCE / ATTENDANCE ALTERNATIVES

California law (EC §48980(h)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification.

There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives: The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area. In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer. Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program. A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions. If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives: Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315): The law allows, but does not require, each school district to become a "district of choice" – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a "district of choice" it must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a "random and unbiased" process, which generally means a lottery process. If the district chooses not to become a "district of choice", a parent may not request a transfer under these provisions. Other provisions of the "district of choice" option include:

Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district. Communications to parents or guardians by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics. No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions. Siblings of students already attending school in the "district of choice" and children of military personnel must be given transfer priority. A parent may request transportation assistance within the boundaries of the "district of choice". The district is required to provide transportation only to the extent it already does so.

Option 2: Other Interdistrict Transfers (EC §§46600 et seq.): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five

years each. The agreement must specify the terms and conditions under which transfers are permitted. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application. The law on interdistrict transfers also provides for the following: If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration.

Other provisions of EC §48204(b) include: Either the district in which the parent or legal guardian lives or the district in which the parent or legal guardian works may prohibit the student's transfer if it negatively impacts a desegregation plan. The district in which the parent or legal guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

Open Enrollment Act (EC § 48350 et seq.): Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the District, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents/guardians at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the appli-

cation process and applicable deadlines can be obtained from the district office.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

AVAILABILITY OF STATE FUNDS TO COVER ADVANCED PLACEMENT EXAMINATION FEES

School districts may apply to the State Department of Education for grant funding to assist economically disadvantaged pupils to pay for advanced placement examination fees. (Ed. Code, §§ 48980(k) and 52244)

Pupils may submit applications for grants to:

1. their House Principal
2. Principal Rosa Nieto at Conley-Caraballo High School.

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM

Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days. (H&SC § 124085)

CHILDREN IN HOMELESS SITUATIONS

Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. (42 U.S.C. § 11431-11435)

WILLIAMS COMPLAINT POLICY & PROCEDURE

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the District Office.

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

CONCUSSION AND HEAD INJURIES

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school or private school that elects to offer an athletic program must immediately

remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

EQUAL OPPORTUNITY

Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972.) Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to Cheri Benafield, Coordinator, Personnel Services, 34200 Alvarado-Niles Road, Union City, CA 94587.

INVESTING FOR FUTURE EDUCATION

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds. (Ed. Code §48980(d))

MEDICAL AND HOSPITAL SERVICES FOR PUPILS

The District is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities. (EC §§49471 and 49472)

MINIMUM AGE OF ADMISSION TO KINDERGARTEN

A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his/her fifth birthday, respectively, on or before September 1 of the 2017-18 school year and each school year thereafter. Any child who will have his/her birthday between the date listed above for the applicable school year and January 2, 2019 shall be offered a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age 5 after the date listed above but before the end of the applicable school year, may be admitted to kindergarten with the approval of the child's parent or guardian and subject to board approval. (Ed. Code §48000(b))

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board (*Board Policy 0410*) is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all District activities. (*Title VI Civil Rights Act of 1964*)

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION

Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan. (Ed. Code §49091.18)

PESTICIDE PRODUCTS

The District uses common pesticides and herbicides as necessary to control weeds and pests at schools.

Signs are posted at the schools describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to application. If you would prefer to be notified by mail at least 72 hours prior to application at your child's school during the 2015-16 school year, call the District's Maintenance and Operations Department (510-471-5559) to be placed on a notification list.

The pesticides and herbicides are used only when needed, and all of them are not used at every school.

Pesticides and herbicides, along with the active ingredients, that are used in the District are as follows:

Pesticides: Ant/roach bait - Pro Control Dual Choice (N-Ethyl perfluorooctane sulfonamide), Spectracide PRO Roach Bait Stations (chlorpyrifos); Granular Insecticide - ECO Exempt D Dust (2-phenethyl propionate eugenol), Talstar Ca Granular Insecticide (bifenthrin); aerosol/spray insecticides - Insecticidal Soap (potassium salts of fatty acids, ethanol), Spectracide PRO Wasp and Hornet Killer (tetramethrin, permethrin, piperonyl butoxide, and petroleum distillate), Mirco-Gen ULD BP-300 (pyrethrum, permethrin, piperonyl butoxide), Premise 75 WP (N-Octyl bicycloheptane and petroleum distillate), Talstar Lawn and Tree Flowable (imidacloprid, ingredient 1968 and 1611 (chemical identity is a trade secret)), Knoxoute (bifenthrin and propylene glycol butoxyethanol and sodium metasilicate) Phantom termiticide-insecticide (chlorifenyapyr), Permethrin Pro TC (33-phenoxyphenyl) methyl cis-trans-3-(2, 2-dicholoroethenyl)-2, 2- dimethylcyclopropanecarboxylate), Contrac (Roden-

ticide)3-[3-(4i- Bromo-[1, 1i-biphenyl]-4-hydroxy- 2H-1-benzopyran-2-one), Gentrol IGR Concentrate (Roach control) (S)-Hydroprene [Ethyl (2E, 4E, 7S)-3,7, 11-trimethyl-2, 4- dodecadienoate]], Precor flea emergence (S)-Methoprene [Isopropyl (2E, 4E, 7S)-11-methoxy-3,7,11- trimethyl-2,4-dodecadienoate]], ULD BP-100 insecticide Pyrethrum, Piperonyl Butoxide Tech, N-octyl Bicycloheptane Dicarboximide, Petroleum distillate, and Vikane gas fumigant (termiticide) Sulfuryl fluoride.

Herbicides: Barricade 4L (prodiamine), Pendulum (isoxaben), Lontrel (clopyralid), Primo-Max (trinexapae-ethyl), Roundup Pro (glyphosate), Snapshot (trifluralin/ isoxaben), Turflon (triclopyr), and Fusilade II (fluzafop-p-butyl).

For more information on pesticides and herbicides, contact the State Department of Pesticide Regulations (916-445-4300) or the District's Maintenance and Operations Department (510-471-5559).

PROSPECTUS OF CURRICULUM

(EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a fee not to exceed the actual copying cost.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) requires that districts develop policies that obligate them to obtain prior written consent from parents prior to their student participating in a survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program of or receiving financial assistance under such program).

The PPRA requires that school districts provide parents with annual notice of these policies.

California has also adopted a similar requirement to the PPRA in Education Code section 51512, which requires written parent consent prior to their students participating in a survey regarding family beliefs, morality and similar issues.

RESIDENCY REQUIREMENT

Residency is established when a pupil's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of 3 days during the school week.

SCHOOL ACCREDITATION

Requires a school district to notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods. (Ed. Code §35178.4)

SEX EQUITY IN CAREER PLANNING

Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions. (Ed. Code, § 221.5(d))

SEXUAL HARASSMENT

The purpose of this policy is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies (Education Code Sections 231.5, 48980(g))

It is the policy of the New Haven Unified School District (Board of Education Policy 5145.7) not to discriminate on the basis of gender, race, color, religion, national origin, ethnic group, marital or parental status, age, physical or mental disability, sexual orientation, or any other unlawful consideration in its admission of students to school programs, educational programs and activities, or the recruitment and employment of personnel.

The Board of Education recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the principal or designee will take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Teachers will discuss this policy with their students in age-appropriate ways and will assure them that they need not endure any form of sexual harassment.

The Board will not tolerate the sexual harassment of any student by any other student or any District employee. Any student or employee who is found guilty of sexual harassment will be subject to disciplinary action.

The Board encourages students, staff, or community members to report immediately incidences of sexual harassment to the principal or designee. Complaints of harassment can be filed in accordance with Administrative Regulation 1312.3 of the

Uniform Complaint Procedures, and complainants will receive procedures for reporting complaints.

The Superintendent or designee will promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case will the student be required to resolve the complaint directly with the offending person. Any matter involving sexual harassment will be confidential.

If a complainant is not satisfied with the district's resolution of the complaint, individuals can obtain specific rules and procedures for reporting charges of sexual harassment by contacting the local administrative agencies to pursue available civil remedies. A list of these agencies is available in Administrative Regulation 5145.7 of the Sexual Harassment Policy.

Students, parents, employees, and community members who feel that they have a grievance concerning discrimination / sexual harassment should contact: Marcus Lam, Director of Pupil Services, 34200 Alvarado-Niles Road, Union City, CA 94587. Phone: (510) 476-2625; Fax: (510) 441-1926

SUN PROTECTIVE CLOTHING/ USE OF SUNSCREEN

School sites must allow for outdoor use of sunprotective clothing and must provide for the use of sunscreen by students during the school day by an established policy. (Ed. Code §35183.5)

UNIFORM COMPLAINT PROCEDURES

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

The New Haven Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The New Haven Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in Adult Education, After School Education and Safety, Agricultural Vocational Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical and Technical Education; Career Technical; Technical Training, Career Technical Education, Child Care and Development, Child Nutrition, Compensatory Education, Consolidated Categorical Aid, Course Periods without Educational Content (for grades nine

through twelve, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, English Learner Programs, Every Student Succeeds Act / No Child Left Behind (Titles I–VII), Local Control and Accountability Plans (LCAP), Migrant Education, Physical Education Instructional Minutes (for grades one through six), Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, Special Education, State Preschool, Tobacco-Use Prevention Education.

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

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

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

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

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, and former juvenile court pupils now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer: Marcus Lam, Director of Pupil Services, New Haven Unified School District, 34200 Alvarado-Niles Rd., Union City CA, 94587, (510) 476-2625

*Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

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

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

The complainant has a right to appeal District's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the District and a copy of the LEA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the District's UCP policy and complaint procedures shall be available free of charge.

U.S. DEPARTMENT OF EDUCATION PROGRAMS

The following applies only to programs directly funded by the U.S. Department of Education: All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation shall be available for inspection by the parents or guardians of the children.

No student shall be required, as part of any applicable U.S. Department of Education funded program, to submit to a survey, analysis, or evaluation that reveals information concerning: political affiliations; mental and psychological problems potentially embarrassing to the student or his family; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an

adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. (20 U.S.C. § 1232h)

EVERY STUDENT SUCCEEDS ACT (20 USC §6301 et seq.): Under ESSA, parents have the following rights:

Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The district shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Information Regarding Individual Student Reports on Statewide Assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Limited English Proficient Students: The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

Program Improvement Schools: Parents shall be notified when their child's school is identified as a "program improvement" school and the opportunities for school choice.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

Know Your Rights

Your Child has the Right to a Free Public Education

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

Information Required for School Enrollment

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

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

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

Right to File a Complaint

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

Conozcan sus Derechos

Su Hijo/a tiene Derecho a una Educación Pública Gratuita

- Todos los niños en los Estados Unidos tienen un derecho Constitucional a un acceso igualitario a la educación pública gratuita, independientemente de su estatus migratorio y del estatus migratorio de los padres o tutores de los estudiantes.
- En California:
 - Todos los niños tienen derecho a una educación pública gratuita.
 - Todos los niños con edades entre 6 y 18 años deben estar matriculados en la escuela.
 - Todos los estudiantes y miembros del personal tienen derecho a asistir a escuelas adecuadas, seguras y pacíficas.
 - Todos los estudiantes tienen el derecho a estar en un entorno de aprendizaje de una escuela pública libre de discriminación, acoso, abuso, violencia e intimidación.
 - Todos los estudiantes tienen igualdad de oportunidades para participar en cualquier programa o actividad ofrecida por la escuela, y no puede existir discriminación en base a su raza, nacionalidad, género, religión ni estatus migratorio, entre otras características.

Información Requerida para la Matriculación Escolar

- Cuando se matricula a un niño/a, las escuelas deben aceptar diversos documentos de los padres o tutores del estudiante, para demostrar prueba de edad o residencia del niño/a.
- Ustedes nunca tienen que proporcionar información sobre su estatus de ciudadanía/migratorio para que su hijo/a se matricule en la escuela. Asimismo, ustedes nunca tienen que proporcionar un número de Seguridad Social para que su hijo/a se matricule en la escuela.

Confidencialidad de la Información Personal

- Las leyes federales y estatales protegen los registros educativos e información personal de los estudiantes. Estas leyes requieren que las escuelas obtengan permiso por escrito de los padres o tutores antes de publicar información estudiantil, a menos que la publicación de información sea con propósitos educativos, ya sea pública, o como respuesta a una orden judicial o requerimiento legal.
- Algunas escuelas reúnen información y proporcionan públicamente “información de directorio” básica de los estudiantes. Si lo hacen, entonces, cada curso, el distrito escolar de su hijo/a debe proporcionar a los padres/tutores notificación por escrito sobre la normativa de información del directorio del distrito, e informarles sobre su opción de negarse a publicar la información de su hijo/a en el directorio.

Planes de Seguridad Familiar si son Detenidos o Deportados

- Ustedes tienen la opción de proporcionar a la escuela de su hijo/a información de contacto en caso de emergencia, inclusive la información de contactos secundarios, para identificar un adulto de confianza que puede cuidar de su hijo/a en el caso de que sean detenidos o deportados.
- Ustedes tienen la opción de completar una Declaración Jurada de Autorización de Cuidador o una Petición de Nombramiento de Tutor Temporal de la Persona, que puede permitir a un adulto de confianza tomar decisiones educativas y médicas en nombre de su hijo/a.

Derecho a Presentar una Reclamación

- Su hijo/a tiene derecho a informar sobre un crimen de odio o presentar una reclamación ante el distrito escolar si se está viendo discriminado, intimidado o acosado en base a su nacionalidad, etnia o estatus migratorio real o percibido.