

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt CA 95632

209-744-4545 | www.galt.k12.ca.us

Parent Information Guide 2023-2024



Galt Joint Union Elementary School District

GROWING AND LEARNING TOGETHER

WELCOME TO THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

MESSAGE FROM THE SUPERINTENDENT

Dear Parent/Guardian,

Welcome to the 2023-2024 school year in the Galt Joint Union Elementary School District. Our District serves approximately 3,550 students in grades Preschool through 8th grade, operates seven school sites and employs approximately 550 staff members.

As a District, we create learning experiences that support individual student strengths, talents and interests in the classroom and beyond. These learning experiences include social and emotional support for our students. All of our students are receiving lessons in *A Bullying Prevention Program: Steps to Respect*. Lessons teach empathy for children, positive social norms and specific socially responsive behaviors. In addition, keeping a focus on positive youth development and opportunities to practice problem-solving and emotional management skills.

Every school supports a music program with choir and band options. All schools have an after-school Expanded Learning Program open until 6:00 p.m. ***Breakfast and lunch are offered at no cost to all students.***

Throughout the school year, the District will keep you updated through a monthly newsletter, emails and text messages. Please make sure we have your current email and phone number in our student information system, Synergy. In addition, our website is continually updated with important information - www.galt.k12.ca.us

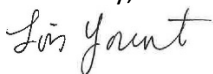
We encourage parents to get involved in their children's education through Parent Clubs, School Site Council, District Advisory Committees or English Learner Advisory Committees at the school and/or District level. I want to be open and available for parent feedback, questions and concerns. The best way to reach me is through email at superintendent@galt.k12.ca.us.

In an effort to keep you informed of procedures, laws and policies, we have prepared this Parent Information Guide for your review. This guide has been sent home with students and is posted on the District and school websites. Please also review your school's parent handbook.

You should have also received a separate packet of required forms for your signature. These forms should be returned to your school office.

Wishing you a terrific school year!

Genuinely,



Lois Yount

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BOARD OF EDUCATION

Working as a governance team, the Board of Education ensures that the District is responsive to the community's values, beliefs, and priorities. The Board shall work with the Superintendent to fulfill its primary responsibilities, which include setting the direction for the District through a process involving the community, parents/guardians, students, and staff focused on student learning and achievement.

An elected five-member Board of Education governs the Galt Joint Union Elementary School District. Each board member represents five geographical areas within the District. The board members must live in and are elected by citizens living in their identified area. Board Members serve a four-year term in office.



Trustee Area 1 – Mr. Wesley Cagle, President Term: December 2022-2026 wcagle@galt.k12.ca.us	Board Meetings Regular meetings are held on the third Wednesday of each month, August through June, at the Galt City Hall Chamber - 380 Civic Drive, Galt, CA 95632. For virtual attendees, please use the Zoom teleconference link on the agenda. The agenda is posted on the school district website at www.galt.k12.ca.us . Special meetings are held in June to hold public hearings for the LCAP and Budget and as needed. Anyone may comment publicly on any item within the Board's subject matter jurisdiction. However, the Board may not take action on any item, not on the Board meeting agenda except as authorized by Government Code Section 54954.2
Trustee Area 2 – Ms. Katherine Harper Term: December 2022-2026 kharpert@galt.k12.ca.us	
Trustee Area 3 – Ms. Casey Raboy, Clerk Term: December 2020-2024 craboy@galt.k12.ca.us	
Trustee Area 4 – Ms. Traci Skinner, Vice President Term: December 2020-2024 tskinner@galt.k12.ca.us	
Trustee Area 5 – Ms. Annette Kunze Term: December 2022-2026 akunze@galt.k12.ca.us	

MISSION STATEMENT

The mission of our school district is to promote growth and achievement through innovative educational programs that integrate personal strengths, social, emotional and academic learning for all children.

VISION STATEMENT

Our schools create safe learning environments that provide equitable access to engaging opportunities for all children. We foster learning environments for collaboration, creativity and critical thinking to ensure children are successful in school and in their future.

LCAP GOALS

1. Engaging the PreK-grade 8 learner through a focus on equity, access and academic rigor with inclusive practices in a variety of environments.
2. Promoting PreK-grade 8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Galt Joint Union Elementary School District 2023-2024 SCHOOL CALENDAR

Board Approved: January 18, 2023

July-23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

August-23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

October-23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November-23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December-23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

January-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February-24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March-24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

June-24						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

New Teacher Work Days-August 10 & 11

Teacher Work Days - August 14, 15 & 16

Professional Development - October 12* & 13, & March 4

**Includes Classified*

First Day of School - August 17, 2023

Last Day of School - June 7, 2024 (Minimum Day)

Minimum Days:

Legal Holidays - July 4, Sept. 4,
Nov. 10 & 23, Dec. 25, Jan. 1 & 15,
Feb. 12 & 19, May 27, & June 19

School not in session - Nov. 20-24, Dec. 22-Jan. 5
Dec. 22-Jan. 5, March 25-April 1 & 26

12:30 Elem/1:15 MMS dismissal - Parent Conference/Academic Progress days
October 16-20, Nov. 30 & Dec. 1

1:00 Elem/1:15 MMS dismissal - Other minimum days
Nov. 3, Dec. 21, Mar. 1

**Galt Joint Union Elementary School District
2023-2024 SCHOOL CALENDAR**

District Office & School Sites	Dates To Remember	
<p align="center">District Office 1018 C Street, Suite 210 Galt, CA 95632 (209) 744-4545</p>	<p>August 10 & 11, 2023 August 14-16, 2023 August 17, 2023 September 4, 2023 October 12 & 13, 2023 October 16-20, 2023</p>	<p>New Teacher Workdays Teacher Workdays First Day of School Labor Day - School Not in Session Professional Development Day - School Not in Session Parent Conferences</p>
<p>Fairsite Elementary & Early Readiness 902 Caroline Street Galt, CA 95632 (209) 745-2506</p>	<p>November 3, 2023 November 10, 2023 November 20-24, 2023 November 30 - December 1, 2023</p>	<p>- Minimum Days (Grades Full-day K, 1st-8th) End of 1st Trimester - Minimum Day (Grades PK-8th) Veterans Day observance - School Not in Session Thanksgiving Break - School Not in Session Academic Progress Check-in</p>
<p>Lake Canyon Elementary School 800 Lake Canyon Avenue Galt, CA 95632 (209) 744-5200</p>	<p>December 21, 2023 December 22 - January 5, 2024 January 15, 2024 February 12, 2024 February 19, 2024</p>	<p>- Minimum Days (Grades Full-day K, 1st-8th) Minimum Day (Grades PK-8th) Winter Break Martin Luther King Jr. Day - School Not in Session Lincoln's Birthday - School Not in Session President's Day - School Not in Session</p>
<p>Marengo Ranch Elementary School 1000 Elk Hills Drive Galt, CA 95632 (209) 745-5470</p>	<p>March 1, 2024 March 4, 2024 March 25-April 1, 2024 April 26, 2024 May 27, 2024</p>	<p>End of 2nd Trimester - Minimum Day (Grades PK-8th) Professional Development Day - School Not in Session Spring Break School Not in Session Memorial Day - School Not in Session</p>
<p>River Oaks Elementary School 905 Vintage Oak Avenue Galt, CA 95632 (209) 745-4614</p>	<p>June 7, 2024 June 7, 2024 June 19, 2024</p>	<p>End of 3rd Trimester Last Day of School - Minimum Day (Grades TK-8th) Juneteenth National Independence Day observance</p>
<p>Robert L. McCaffrey Middle School 997 Park Terrace Drive Galt, CA 95632 (209) 745-5462</p>		
<p>Valley Oaks Elementary School 21 C Street Galt, CA 95632 (209) 745-1564</p>		
<p>Vernon E. Greer Elementary School 248 West A Street Galt, CA 95632 (209) 745-2641</p>		

II. ENROLLMENT AND REGISTRATION

ATTENDANCE OPTIONS: EC 48980, 35160.5, 46600-46611, 48204, 48301, AR 5111.1, 5116.1, 5117

The GJUESD offers the following school attendance options in accordance with California Law:

- **Intra-district Open Enrollment**
The Superintendent or designee shall identify schools with space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and the district's website during the open enrollment period, February 1-28, 2024 for the 2024-25 school year.
- **Inter-district Transfers**
Upon request by students' parents/guardians, the Superintendent or designee may approve inter-district attendance permits with other districts on a case-by-case basis to meet individual student needs.
- **District Residency**
Status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Allen Bill Transfers)
- **Bright Future Home Learning Academy**
The Bright Future Learning Academy (BFLA) is a home study blended and hybrid program for the 2023-2024 school year. The academy is for families seeking a flexible, personalized schedule. The BFLA is designed for students in 2nd-8th grade with parents designated as the primary instructor. Families will have a credentialed, supervising teacher that will assist in curriculum planning, parent support at education classes, and student progress monitoring. In addition to academic support, students will have opportunities to meet on campus for community building, extracurricular activities, field trips, and small group support.

AVAILABILITY OF DENTAL FLUORIDE TREATMENT; OPPORTUNITY TO ACCEPT OR DENY TREATMENT; HEALTH AND SAFETY CODE 104855, AR 5141.6

Pupils will receive a topical application of fluoride, including fluoride varnish or another decay-inhibiting agent to the teeth during the school year provided the parent/guardian returns the notification with an indication consenting to the treatment.

PARENTAL RIGHTS RE: SPECIAL EDUCATION IDENTIFICATION, REFERRAL ASSESSMENT, INSTRUCTIONAL PLANNING, IMPLEMENTATION AND REVIEW, AND PROCEDURES FOR INITIATING A REFERRAL FOR ASSESSMENT: EC 56301, BP 6164.4

The District has special education programs for any child with special needs from 3 years through grade 8. Anyone in the community who knows of any child with exceptional needs should call the Special Education Department at 209-744-4545, ext. 303. The Department will seek to determine if the District can be of service to the child. Parents of such children should consult the principal or Special Education team at the child's school about special education and the referral process. Before a child can be placed in Special Education, an assessment of the child's needs must be conducted with written parental consent. Special Education means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program and related services that may be needed to assist these individuals in benefiting from specially designed instruction. Special Education is an integral part of the total public education system. It provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled in a manner that is appropriate to the needs of both.

IMMUNIZATION FOR COMMUNICABLE DISEASES: EC 48980, 49403, BP 5141.31

Each student enrolling for the first time in a district elementary or secondary school, preschool, or childcare and development program shall present an immunization record from any authorized private or public healthcare provider certifying that they have received all required immunizations in accordance with the law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

III. PREVENTION AND SCHOOL SAFETY

ALL STATUTORY ATTENDANCE OPTIONS, AVAILABLE LOCAL ATTENDANCE OPTIONS, OPTIONS FOR MEETING RESIDENCY, FORM FOR CHANGING ATTENDANCE, APPEALS PROCESS Education Code (EC) 48980, 35160.5, 46600-46611, 48204, 48301 AND ABSENCE FOR RELIGIOUS EXERCISES OR PURPOSES EC 48980, 46014, AR5113

The Governing Board believes regular attendance plays a vital role in student achievement. The Board shall work with parents/guardians and students to ensure compliance with all state attendance laws. It may use appropriate legal means to correct problems of chronic absence or truancy problems.



Subject to any applicable limitation, condition, or other requirement specified in the law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (EC 48205)
2. Quarantine under the direction of a county or city health officer (EC 48205)
3. Medical, dental, optometrically, or chiropractic service or appointment (EC 48205)
4. Attendance at funeral services for a member of the student's immediate family (EC 48205)
- Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (EC 48205)
5. Jury duty in the manner provided for by law (EC 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (EC 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (EC 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (EC 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (EC 48205)
Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (EC 48205)
10. Attendance at the student's naturalization ceremony to become a United States citizen (EC 48205) Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
11. For a middle school student, engagement in a civic or political event provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence per school year. (Education Code 48205)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or another suitable place away from school property as designated by the religious group, church, or denomination (Education Code 46014) Absence for student participation in religious exercises or instruction shall not be considered an absence to compute average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)
13. Work in the entertainment or allied industry (Education Code 48225.5)
Work for a student who holds a work permit authorizing work in the entertainment or allied industries for not more than five consecutive days. For this purpose, student absences shall be excused per school year for up to five absences. (Education Code 48225.5)
14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5). A student may be excused for up to five such absences per school year, provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
15. Other reasons are authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

Method of Verification

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, another person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified before the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit the student's home by the verifying employee or any other reasonable method which establishes that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in Item #2 above.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask about the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
 - b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

ABSENCE FOR CONFIDENTIAL MEDICAL SERVICES GRADES 7 – 12: EC 46010.1, BP 5113

Education Code 46010.1 states that school authorities may excuse any pupil from the school to obtain confidential medical services without the consent of the pupil's parent or guardian.

EXCUSED ABSENCES: GRADE/CREDIT CAN NOT BE REDUCED DUE TO EXCUSED ABSENCE IF WORK OR TEST HAS BEEN COMPLETED: EC 48980, 48205, AR 5113, BP 6154

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 shall be given full credit upon satisfactory completion within a reasonable period of time. The teacher of any class from which a pupil is absent shall determine the tests and assignments, which shall be reasonably equivalent to, but not necessarily identical to, the test and assignments the pupil missed during the absence.

COMPREHENSIVE SCHOOL SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The plans include the following:

- Child abuse reporting procedures consistent with Penal Code 11164-11174.3
- Routine and emergency disaster procedures including, but not limited to:
 - ✓ Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
 - ✓ An earthquake emergency procedure system in accordance with Education Code 32282
 - ✓ A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
- Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code 49079

- A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
- If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
- Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
- A safe and orderly school environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

The comprehensive school plans are available online at the District’s website or hard copies can be obtained at the school sites.

CAMPUS SECURITY

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft. For the safety of our students, staff, and visitors, the School District utilizes camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time. Surveillance cameras will be used only in public areas where there is no “reasonable expectation of privacy.” Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of district buildings or all District activities.

District surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices or classrooms.

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS – EC 48986, 49392

- AB 452, Pupil safety, requires notification to all parents and legal guardians of all students in the GJUESD of their responsibilities for keeping firearms out of the hands of children. California law requires: With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

IV. STUDENT HEALTH, SUPPORT & NUTRITION

ANAPHYLAXIS TREATMENT: EC 49414

California Education Code 49414 authorizes school districts to carry epinephrine auto-injectors for trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction.

Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases, by unknown causes. This is a life-threatening allergic condition requiring immediate treatment. Administering epinephrine to students during a medical emergency may help to ensure the student’s health and safety at school. Therefore, the GJUESD has adopted a policy for standing orders to provide life-saving epinephrine to students who are in need of such treatment.

This policy states that a credentialed, licensed school nurse or trained, unlicensed school staff, under the direct or indirect supervision of the credentialed school nurse (or supervisor of health), may administer epinephrine in the form of an epinephrine auto-injector during a severe, life-threatening allergic reaction. The epinephrine auto-injector rapidly delivers a pre-measured, sterile, single dose of epinephrine by direct injection through the skin.

Please note that if your child has been diagnosed with a known anaphylactic reaction to an allergen (food, medications, latex or insect bite), you must provide your school with a doctor's order and personal epinephrine (Epi-Pen) to be used in case of an emergency due to an anaphylaxis incident.

Please contact the District's Health office at 209-744-4521 if you have additional questions.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

The GJUESD has an Automated External Defibrillator (AED) in every school. The AED is housed in a cabinet with a sign identifying it as an AED. The protocol and procedures for using the AED are located in the AED cabinet. The staff has been trained to assist with an emergency during regular school hours.

ADMINISTRATION OF PRESCRIBED MEDICATION: EC 48980, 49423, 49480 AR 5141.21

Any student who must take prescribed medication at school and who desires assistance at school and desires assistance from school personnel must submit a written statement of instructions from their physician and a parental request for assistance in administering the physician's instructions. This written statement will be kept on file in the school office. Medication will be stored and administered by school personnel. A new form is required each year.

AVAILABILITY OF INSURANCE: EC 48980, 49471, 49472, BP 5143

The GJUESD does not provide medical, accident, or dental insurance for pupils injured on school premises or through school activities. This packet includes voluntary student insurance information to help you provide coverage for your child.

DISTRICT'S WELLNESS POLICY: BP 5030

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

The District's Wellness Policy addresses the issues noted above and has been implemented:

- Breakfast and Lunch menus will continue to meet all nutritional requirements outlined by the State of California.
- Nutrition educational materials will be included in specific grade levels to be determined. General nutrition information and activities will be included in school and district newsletters and are available on our website.
- Students will participate in Physical Education classes for a minimum of 200 minutes every 10 instructional days.
- Nutrition guidelines will be provided to parents to encourage support of the Wellness Policy when selecting food items for class parties and other celebrations.
- School-based organizations will be encouraged to select fundraising items that meet nutritional guidelines.
- School staff will be encouraged to select nutritious food items when giving various classroom or school-wide awards.

ELIGIBILITY AND APPLICATION PROCESS FOR FREE AND REDUCED-PRICE MEALS: EC 49520, 48980, 42 USC 1758; 7 CFR 245.5, AR 3553

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The District shall facilitate and encourage the participation of students in the district's Food and Nutrition program.



Fairsite, Greer, Valley Oaks, Lake Canyon, Marengo Ranch, and River Oaks Elementary schools, and Robert L. McCaffrey Middle School have implemented a universal (no cost) meals program for the 2023-24 school year. Breakfast and lunch are offered at no cost to ALL students regardless of eligibility status. Fairsite, Greer, Valley Oaks, Lake Canyon, Marengo Ranch and River Oaks Elementary schools, and Robert L. McCaffrey Middle School will complete Household Data Collection Forms. Families should complete one per household. **It is vital we receive a completed form for every Transitional Kinder, Kindergarten, and all new students of any grade.**

Forms are included in the Parent Handbook, on the Food & Nutrition website, in your school office, or you may apply online at Lunchapplication.com. If you have questions or need assistance completing any form, you may contact the Food & Nutrition Department.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail:

- U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights 1400
Independence Avenue, SW
Washington, D.C. 20250-9410
- email: program.intake@usda.gov.

DISTRICT POLICY ON MEAL PAYMENTS: USDA SP-23-2017, AR 3551

It is the policy of the Galt Elementary School District to allow students to receive the Food & Nutrition meals offered. Enrolled students may receive one no-cost breakfast and one no-cost lunch each day. Students may purchase additional meals or ala carte items if they have cash or funds in their student meal account.

Account payments can be made in cash, check, or online with K12PaymentCenter.com. Account balances can be tracked online with K12PaymentCenter.com or by contacting the Food & Nutrition Department. Student account balances will roll over to the next school year or parents may request a refund from the Food & Nutrition Department.

FOSTER AND HOMELESS YOUTH: AB 379, EC 48853, 48853.5, 49069.5, 51225.1, 51225.2

This bill makes complaints alleging violations of certain education rights held by foster youth and homeless students subject to the Uniform Complaint Procedures (UCP). For example, the right to:

- Certain educational services
- A foster youth liaison; Social Workers
- Timely compilation of complete educational records
- Exemption from local graduation requirements
- Acceptance of full or partial credit for completed coursework

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

The District has the obligation to provide free, appropriate education to each student within its jurisdiction who is a qualified disabled person within the meaning of Section 504 of the Rehabilitation Act of 1973 (Section 504). The District has policies and procedures required under Section 504 to identify and evaluate any student who may need assistance in their educational program in order to receive a free and appropriate public education or to ensure access to district programs.

Some children with special needs who do not qualify for Special Education may qualify for assistance under Section 504 if he/she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. When a student qualifies under Section 504, an accommodation plan is designed to meet the student's needs.

Section 504 is an Act that prohibits discrimination against persons with a disability in any program in school districts receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment that substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working).
2. Has a record of such impairment.
3. Is regarded as having such impairment.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, afford access to appropriate educational services.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to:

1. Inspect and review his/her child's educational records.
2. Make copies of these records.
3. Receive a list of all individuals having access to those records.
4. Ask for an explanation of any item in the records.
5. Ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child's rights.
6. A hearing on the issues if the school refuses to make the amendment.

MENTAL HEALTH SERVICES AT SCHOOL AND/OR IN THE COMMUNITY: EC 49428

For information on student mental health services, please contact the Educational Services Department at 209-744-4545 ext. 303. The following School and Community Resources include:

- GJUESD School Social Workers, Counselors, and School Psychologists
- Local Suicide Prevention Crisis Line (916) 368-3111
- National Suicide Prevention Lifeline: (800) 273-8255

NALOXONE (Overdose Reversal Medication) SCHOOL POLICY: BP/AR 5141.21

Sacramento County Public Health encourages schools to develop and implement a local school naloxone policy, which allows for trained staff members to administer naloxone. Naloxone is an overdose reversal medication, which can be lifesaving if given promptly after an overdose while waiting for an ambulance. Naloxone is given by spraying it into a person's nose. Naloxone is safe for children and pregnant women, and will not hurt anyone who has not taken a drug that contains opioids. If your child shows signs of a drug overdose at school and is given naloxone, you will be called. The school will send your child to a hospital emergency room by ambulance. Please contact the District's Health office at 209-744-4521 if you have additional questions.

RIGHT TO A FREE PUBLIC EDUCATION REGARDLESS OF IMMIGRATION STATUS OR RELIGIOUS BELIEFS: EC 234.7

Except as required by state or federal law or as required to administer a state or federally-supported educational program, school officials and employees of a local educational agency shall not collect information or documents regarding the citizenship or immigration status of pupils or their family members. All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have an equal opportunity to participate in any program or activity offered by the school without discrimination.



RIGHT TO REFUSE CONSENT TO PHYSICAL EXAMINATION: EC 48980 & 49451; 20 USC 1232h, AR 5141.3

A parent/guardian may annually file a written statement with the principal withholding consent to the physical examination of his/her child. The child shall be exempt from any physical examination but shall be subject to exclusion from attendance when a contagious or infectious disease is reasonably suspected.

The Superintendent or designee shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with the law.

No school officials or staff members shall subject a student to a non-emergency, invasive physical examination as a condition for school attendance, except as permitted or required under California law.

SEIZURE SAFE SCHOOLS ACT - ASSEMBLY BILL 1810

As of January 1, 2023, parents may authorize school districts to have trained volunteers administer anti-seizure medication to their children. This new law authorizes school districts to allow school nurses and trained, non-medical employee volunteers to administer emergency anti-seizure medication for students diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure. School nurses are permitted to administer anti-seizure medication, and trained volunteers may do so when a nurse is unavailable. Please contact the District's Health office at 209-744-4521 if you have additional questions.

SEXUAL HEALTH AND HIV PREVENTION EDUCATION; GRADES 7-12: EC 51938, 48980, AR 6142.1

Students in seventh and eighth grade participate in a Comprehensive Sexual Health and HIV/AIDS Prevention presentation. The information/materials provided to students may come in both written and audiovisual formats. Upon request, these materials are available for review prior to the beginning of instruction. Families have a right to request, *in writing*, that their students not participate in these school activities. Families may also withdraw the opt-out request at any time. The presentation provided to middle school students comes from trained personnel and/or knowledgeable outside consultants. For additional information, please contact the middle school administration.

RIGHTS AND OPTIONS FOR PREGNANT AND PARENTING STUDENTS; EC 222.5, BP 5146

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

STUDENT INJURIES: EC 49472

The governing board may provide or make available medical or hospital services for injuries to students arising from school programs or activities. No student shall be compelled to accept such service without his/her consent, if a minor, without the consent of a parent or guardian. In the event of a serious injury, the Galt Fire Department will be called, and this may mean that the injured student will be taken by ambulance to Lodi Memorial Hospital for emergency attention. However, every attempt will be made to contact a parent, or other designated person, immediately upon the injury of a student. A parent must authorize the Fire Department to transport the student.

TYPE 1 DIABETES AWARENESS

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. *Type 1 diabetes is not caused by diet or lifestyle choices.*

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis (DKA).



Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

It is recommended that students displaying warning signs associated with type 1 diabetes be screened (tested) for the disease by their healthcare provider.

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their healthcare provider will be able to help develop a treatment plan.

Contact your student's school nurse, school administrator, or healthcare provider if you have any questions.

TYPE 2 DIABETES AWARENESS

Type 2 diabetes is the most common form of diabetes in adults. *It is a preventable/treatable disease.*

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effect of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight: The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes: Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity: Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups: Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty: Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

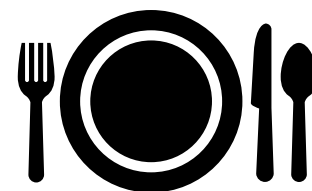
Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially, there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

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

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child’s age, weight, and height. A doctor can also request tests of a child’s blood glucose to see if the child has diabetes or pre-diabetes (a condition that may lead to type 2 diabetes)

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

Contact your student’s school nurse, school administrator, or healthcare provider if you have any questions.



V. SCHOOL LEARNING ENVIRONMENT

ASBESTOS MANAGEMENT PLAN: 40 CFR 763,84, 763.93, AR 3514

In 1987 Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) to establish requirements for the management of asbestos in public and nonprofit elementary and secondary schools. The act set standards for training, maintenance, abatement, inspections, surveillance, notifications, and record keeping. For all schools containing asbestos, periodic surveillance inspections of known or assumed asbestos-containing materials is conducted at six-month intervals to determine any change in condition, along with complete re-inspections by an accredited inspector every three years.

The District’s most recent re-inspection was conducted by Entek Consulting Group, Inc. on April 14, 2022, at Valley Oaks Elementary, Fairsite Elementary and the Bus Garage. This re-inspection data has been incorporated into the District’s Management Plan. The District is required to perform six-month surveillance inspections of these buildings This information will also be incorporated in the District’s Management Plan.

A copy of the District’s Management Plan is available for review during regular business hours in the District Office. If copies of the plan are desired, a nominal duplicating fee will be charged.

INTEGRATED PEST MANAGEMENT PROGRAM: EC 17611.5, 17612, 48980.3, AR 3514.2

The Galt Joint Union Elementary School District has adopted an Integrated Pest Management Program. Inherent with these are the District’s efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, it will only be used as a last resort.



Signs are posted at the school, describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to the application, and such signs will remain posted at least 72 hours after the application. If you would also prefer to be notified by mail at least 72 hours prior to application at your child’s school. For more information on pesticides and herbicides, contact the Department of Regulations at 916-445-4300 or its website: www.cdpr.ca.gov.

Listed below are the names of all pesticide products that might possibly be applied at one or more of our schools during the school year.

Product Name	Manufacturer	EPA Registration Number
Cheetah Pro	Nufarm Americas Inc.	228-743
Ranger Pro	Monsanto Company	524-517
Bayer Advanced 12 Month Tree & Shrub Protect and Feed Concentrate II	Bayer Environmental Science	72155-82
Maxforce FC Select Roach Bait		432-1257
Maxforce FC Ant Killer Bait Gel		432-1264
Suspend SC		432-763

Pendulum AquaCap Herbicide PT Wasp-Freeze II Termidor SC Avert Dry Flowable Cockroach Bait Alpine WSG Phantom BP-100	BASF Corporation	241-416 499-550 499-552 499-294 499-561 241-392 499-514
FarmWorks Grass & Weed Killer	Ragan & Massey, Inc.	84009-12
RM43 Total Vegetation Control	Ragan & Massey, Inc.	84009-3
Vendetta Plus Cockroach Gel Bait NyGuard IGR Concentrate	McLaughlin Gormley King Co	1021-1828 1021-1603
Fastrac All Weather Blox	Bell Laboratories, Inc.	12455-95
Masterline	VESERIS	73748-7
Gentrol IGR Concentrate Precor IGR Concentrate	Wellmark International	2724-351 2724-352
Talstar Professional	FMC Corporation	279-3206

VI. TRANSPORTATION

SCHOOL BUS SAFETY RULES AND INFORMATION, LIST OF STOPS, RULES OF CONDUCT, RED LIGHT CROSSING INSTRUCTIONS, BUS DANGER ZONES, WALKING TO AND FROM STOPS EC 39831.5, AR 3543, AR3541

In the state of California, school districts are not required to provide regular transportation services. The Galt Joint Union Elementary School District has elected to provide limited home-to-school transportation service to students in the eligible service area (EC39807.5). To qualify for transportation services, a student must live within the eligible service area for their school of attendance.

Routes and Bus Stops

Per Regulation 3541: Transportation Routes and Services located in Board Policy indicate the Superintendent or designee shall design transportation routes and stops to promote the safety of students and maximum efficiency in the use of buses.

The Superintendent or designee may authorize transportation within walking distance when safety problems or hazards exist and shall communicate in writing to parents/guardians regarding bus routes, schedules and stops and/or shall arrange for local media to publish such information.

Bus Pass Violations

All middle school students who wish to ride the bus are required to have a bus pass in their possession and will be required to present this identification each time they board the bus.

- Students repeatedly attempting to ride the bus without their bus pass will be subject to disciplinary actions up to and including denial of transportation.
- To assure the safety of all aboard the bus, drivers are instructed to deny transportation to individuals who do not present a bus pass prior to boarding the bus.

Transportation Discipline Process

It is important for pupils to understand that riding a school bus is a privilege and that they have responsibilities that they must meet in order to retain that privilege. Any student who fails to observe the rules and/or regulations of the Transportation Department fails to follow the direction of any school bus driver, or creates a safety hazard for themselves or any other individual, will receive a "Bus Conduct Report" and may be subject to disciplinary actions, including denial of transportation privileges. Students must understand that the school bus is an extension of the school campus, and as such, they are responsible for adhering to ALL rules and regulations of BOTH the Transportation Department AND the school campus at all times they are at a school bus stop or on the school bus.

The standard disciplinary process is listed below. However, these are the minimum consequences. In cases of severe misconduct, students may be assigned more severe penalties.

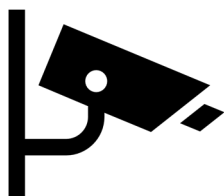
- **1st Citation:** Warning and notification to parent or guardian
- **2nd Citation:** 3-5-day suspension of transportation privileges and notification to parent or guardian
- **3rd Citation:** 10-day suspension of transportation privileges and notification to parent or guardian
- **4th Citation:** Transportation privileges denied for the remainder of the school year and notification to parent and guardian

Bus Rules/Discipline Process

The State of California and the Galt Joint Union Elementary School District have established rules and regulations for students riding school buses. The Galt Joint Union Elementary School District Transportation Department needs your help to ensure that each student rider is transported safely and efficiently. You can begin by reading these rules and regulations and discussing them with your student before riding the bus. The Transportation Procedure Committee has developed the following rules and regulations regarding pupil-passenger conduct:

The California Code of Regulations Title 5, Section 14103 states: "Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus on the route between home and school or other destinations."

1. Students will arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
2. For middle school students, have your bus pass ready to show to the driver upon boarding the bus.
3. Buses are not allowed to stop at any place other than a designated school bus stop. Parents should not flag down or drive in front of a bus in order to stop it.
4. When necessary to cross the street, always cross in front of the bus. Wait for the driver's instructions.
5. Respect the rights and property of others while at the bus stop and on the bus. Students defacing property at the bus stop or on the bus will be required to pay for damages and may lose bus riding privileges.
6. Students are to follow the instructions of the driver; no insolence or disrespect will be tolerated and will be subject to suspension of riding privileges. Do not use profane language, obscene gestures, or create distractions that may affect the driver's ability to operate the bus safely.
7. Help keep the bus free of litter by not eating or drinking on the bus unless authorized by the driver.
8. If not a regular rider, have written permission from a parent or guardian and be approved in advance by the school site administration in order to ride the bus.
9. If departing the bus at a different bus stop other than your own, have written permission from a parent or guardian and be approved in advance by the school site administration in order to depart at an alternate bus stop drop-off.
10. Remain seated, facing forward with legs, feet, and other objects clear of the aisle while the bus is in motion.
11. Keep all parts of the body inside the bus at all times.
12. Avoid all abusive body contact while at the bus stop and while on the bus. Fighting at the bus stop or on the bus will result in an automatic and immediate suspension of riding privileges.
13. Remain quiet at railroad crossings.
14. Littering on public roadways is an unlawful offense, punishable by fines. Do not throw anything out of the bus windows.
15. Tampering with the controls, emergency exits, or other equipment on the bus, in any way, endangers the safety of others and may result in immediate suspension of bus riding privileges.
16. Pets, rodents, bugs, or snakes of any kind may not be transported on the bus.
17. Hazardous or destructive objects of any kind (i.e. firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, lighters, matches, or balloons) will not be accepted for transportation.
18. Any sporting equipment must be enclosed in a bag before boarding the bus. Emergency exits and aisles must be kept clear in case of an emergency.



For the safety of our students and staff, the School District utilizes camera surveillance equipment for safety and security purposes. This equipment may or may not be monitored at any time. Surveillance cameras will be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas include school buses. Our school buses are equipped with surveillance cameras that record live images and sound. These recordings may be used for student disciplinary actions.

FOGGY WEATHER POLICY

It is possible that extreme fog or stormy conditions may cause delays in our bus schedule. Decisions regarding the daily transportation schedule are made between 5:30 A.M. and 6:00 A.M. Transportation schedules during foggy conditions are based on the legally mandated visibility limits established by the California Highway Patrol. Should it be necessary to delay transportation due to either fog or inclement weather, schedules will be delayed one (1) hour. All schedule delay information will be relayed through Blackboard. For additional information, please call the Transportation Department at 209-745-1059.

VII. HIGH QUALITY INSTRUCTION

ACCESS TO THE INTERNET, ONLINE SITES AND GOOGLE APPS FOR EDUCATION: EC 48980

GJUESD is pleased to offer students access to district computers, communications systems, the Internet, and an array of technology resources to support educational innovation. Access to GJUESD technology resources is provided to students who agree to act in a responsible manner. Students have access to technology resources to conduct research, access curriculum resources, complete assignments and communicate with others to expand their education.

Other tools and add-ons may be made available to students in the Google Apps for Education @student.galt.k12.ca.us domain. These tools will be reviewed and selected by the District Technology Committee and administrators of Galt Joint Union Elementary School District.

Google Apps for Education (GAfE) is available at school and at home via the Internet. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child's use of Google when accessing programs from home. Students are responsible for their own behavior at all times.

All students in the district receive a Google Apps for Education account. Parents/guardians always have a right to determine what is best for their student(s). A student can be opted into or out of participating in the Google Apps program at any time.

Parents/guardians who do not want a student to have a Google Apps account should:

- The decision to opt a student out of the Google Apps program may have academic implications. Parents/guardians are encouraged to communicate with the student's teacher/principal to discuss the implications of this decision and to discuss appropriate alternatives.
- Sign and return the Student Google Apps Information (Grades TK-8), opting the student out of the Google Apps for Education program
- Once the opt-out form has been received by school staff, the account will be deactivated for that student.

Access to and use of technology resources is considered a privilege accorded at the discretion of the GJUESD. The District maintains the right to withdraw the access and use of technology resources when there is reason to believe violations of the law or district policies have occurred. If a student violates any general rules of behavior, his/her use may be terminated and future access may be denied. Disciplinary action may also result.

Terms and Conditions

- technology resources shall only be used to access educational information and to promote learning activities both at school and at home
- students shall not load personal software or programs on District computers nor shall they download programs from the Internet without the approval of their teacher
- any intentional act by a student that damages the performance of District technology hardware, software, operating systems, communication systems, will be considered vandalism and will be subject to school discipline
- not all access to the Internet can be supervised. As such, students agree not to send, access, submit, publish, display or print any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, offensive, or illegal material
- cyberbullying is specifically prohibited.
- all students are encouraged to report any inappropriate use, inappropriate website, or communication to his/her teacher
- Copyright ©, Trademark ™, and/or Registered ® laws must be adhered to at all times. All materials from the Internet which could be used in student projects or reports must be properly cited
- students shall not post or transmit their own or other's personal information such as home addresses, telephone numbers, last names, photos, or other personal identifying information
- misuse of personal or District and personal technology resources may result in disciplinary action.
- technology resources may involve the use of a password, network access code, or other identifying or validating code; such passwords and codes should not be disclosed by the student to others

The use of the GJUESD technology resources is not private; students should not expect that files will be confidential. All digital work is subject to inspection and/or monitoring by school/district staff to ensure that students are using technology responsibly.

Although the GJUESD uses a software filter to block known inappropriate websites and prohibit access to harmful materials accessed from a District network, the filtering technology is not perfect and therefore may allow some objectionable material to be viewed.

Students, parents, and guardians should recognize that the nature of the use of the GJUESD technology resources extends outside of the school itself and into off-campus remote locations such as homes. GJUESD will reinforce student behavior and discipline policies; rules shall apply whether the misuse or violation is at school or away from school as long as the GJUESD's technology resources are being used in an inappropriate manner.

COURSE SELECTION AND CAREER COUNSELING: EC 221.5, 48980, AR 6164.2

It is the policy of the State that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, are conducted without regard to the sex of the pupil enrolled in these classes and courses; counselors, teachers, instructors, administrators, and instructional aides may not, on the basis of a student's sex, offer vocational or school program guidance to the student that is different from that offered to a student of the opposite sex in counseling, nor may a counselor differentiate career vocational or higher education opportunities on the basis of the sex of the student counseled. Any District personnel acting in a career counseling or course selection capacity for a student shall affirmatively explore with the student the possibility of careers or courses leading to careers that are nontraditional for that student's sex.

DUAL LANGUAGE IMMERSION PROGRAM: EC 310

The District offers a Dual Language Immersion (DLI) program that serves both English and Spanish-speaking students. The goal of a DLI program is to provide students with high academic achievement success, proficiency in both languages and various opportunities for cross-cultural understanding. The program is located at Fairsite and Valley Oaks Elementary. More information can be found on the District website under the programs link.

HEALTH EDUCATION: EC 51938, 48980; AR 6142.1

GJUESD physical education teachers provide a Growth and Development Presentation to students in fifth and sixth grade. The focus of the presentation is on making healthy decisions and personal hygiene. The presentation is monitored by site administration. If you do not wish to have your child participate in the growth and hygiene presentation, please provide a written note to your child's teacher. Students who do not participate will be provided with alternative instructional materials. Parents may preview resources/materials presented in the classroom. If you need additional information, please contact the site administration.

HOMEWORK POLICY: EC 48205, BP/AR 6154

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits. The time spent on homework directly influences students' ability to meet the district's academic standards. Homework in the elementary grades provides additional practice, review, and/or enrichment of concepts or skills taught. Families are encouraged to provide appropriate space and a quiet time conducive to the completion of homework each evening.

Students who have missing assignments because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. Students who miss school work because of unexcused absences shall be given the opportunity to make up the missing assignments. Students may not be able to earn full credit for these types of missing assignments. If you need additional information, please contact the site administration.

PROMOTION/ACCELERATION/RETENTION: EC 48070.5, AR 5123

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

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

When very high academic achievement is evident, as indicated by achievement levels on state assessments as well as various local assessments, and there is evidence that the student has had access to higher level standards, the Superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level, GATE identification, and mastery of grade-level standards, along with other factors shall be taken into consideration in deciding to accelerate a student.

Kindergarten/Transitional Kindergarten (TK) acceleration will be based on these criteria:



- The child is at least five years of age
- The child has attended a public school for a long enough time to enable school personnel to evaluate the child's abilities
- The child exceeds all end-of-year kindergarten or TK benchmarks and is in the upper 5 percent of his/her age group in terms of general mental abilities
- The physical development and social maturity of the child are consistent with the child's advanced mental ability; as supported by written statements/observations from the classroom teacher
- The parents/guardians, teacher, and principal have met and agree that the child be accelerated with parent acknowledgment and full understanding of not having met all grade-level standards

Acceleration in grades 1 -8 will be based on these criteria:

- The student has consistently exceeded state and local assessments
- The student scores above the 95 percentiles as measured by Measures of Academic Progress (MAP) in both reading and mathematics
- The student scores at a performance level of 4 – exceeds standards as measured by the Smarter Balanced Assessment Consortium (SBAC) for the past 2 years
- The physical development and social maturity of the student are consistent with the student's advanced mental ability; as supported by written statements/observations from the classroom teacher(s)
- Parents/guardians fully acknowledge and understand the possibility of future academic gaps due to the student 'skipping' a set of grade-level standards
- The parents/guardians, teacher(s), and principal have met and agreed that the student be accelerated with a transitional plan in place to ensure success



Retention

Teachers shall identify students who should be retained and who are at risk of being retained in their current grade level as early as the end of the first trimester. Parents/Guardians shall be notified of the academic status and progress of their child at the end of each trimester.

AVAILABILITY OF HOME/HOSPITAL INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITIES: EC 48980, 48206.3, 48207, 48208, AR 6183

A pupil with a temporary disability that makes regular class attendance impossible or inadvisable is eligible for individualized instruction. Individualized instruction means instruction provided to a pupil in a hospital, health care facility or pupil's home. "Temporary disability" means a physical, mental or emotional disability (we require a doctor's verification) incurred while a pupil is enrolled in regular classes, after which the pupil can reasonably be expected to return to the regular program.

RESULTS OF TESTS: TEST PURPOSE, INDIVIDUAL SCORE AND INTENDED USE: EC 60641, 5CCR863, AR 6162.51

Each year, students in grades three through eight participate in the California Assessment of Student Performance and Progress (CAASPP). These assessments provide families and educators with information about how well students are progressing with state standards in the area of English language arts, mathematics, science as well as physical fitness. School districts provide each family with information on the level of achievement of the student in each state assessment as required by the state. California Assessment of Student Performance and Progress (CAASPP) test results are accessible to families through the Synergy Parent Portal. Families may request test results from the school office.

All English language learners participate in the English Language Proficiency Assessments for California (ELPAC). The assessment consists of two separate English Language Proficiency assessments: the initial identification of students as English learners (given within 30 days of being enrolled) and the annual summative assessment to identify students' English language proficiency level. Families are mailed a copy of the assessment results and may also request a copy from the school office.

RIGHT TO REFRAIN FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS: EC 48980, 32255-32255.6, AR 5145.8

The Galt Joint Union Elementary School District does not teach a course utilizing live or dead animals or animal parts.

RIGHT TO REQUEST INFORMATION REGARDING PROFESSIONAL QUALIFICATIONS OF CHILD'S TEACHER 20 USC 6312; 34 CFR, 200.48, BP 4112.2, AR 4222

Teachers must meet applicable State certification and licensure requirements. Families may request information regarding the professional qualifications of their child's classroom teacher. Please contact the school principal for further information.

SCHEDULE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS: EC 48980, BP 6111

At various times during the year, schools follow a minimum-day schedule to support teacher collaboration, support end-of-the-trimester requirements as well as participation in professional learning opportunities.

Early Dismissal Days- every Wednesday

1:00 pm for **Grades TK - 6**

1:15 pm for **Grades 7 - 8**

Minimum Days - November 3rd, December 21st, March 1st, and June 7th

1:00 pm for **Grades TK - Grade 6**

1:15 pm for **Grades 7 - 8**

Parent Conference Dismissal- October 16-20th

12:30 pm for **Full Day Kinder - Grade 6**

1:15 pm for **Grades 7 - 8**

STUDENT PARTICIPATION IN STATE ASSESSMENTS; OPTION TO REQUEST EXEMPTION FROM TESTING: 5 CCR 852: EC 60615, AR 6162.51

Participation in all state assessments is strongly encouraged. However, pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all of the CAASPP assessments. Any opt-out request for CAASPP must be made, in writing, to the principal stating the student's name and each test for which the parents/guardians wish to decline. Requests are only valid for the current school year. Should you have any additional questions, please contact the school administration.

TEXTBOOKS: EC 48904

At the beginning of the school year, students are provided with several textbooks, eBooks, and/or electronic devices- all free of charge. Students are responsible for keeping these resources and materials in good working condition. Textbooks and electronic devices are expected to be returned at the end of each school year or before disenrolling from the district. Families of students who abuse, damage or lose books and/or devices will be billed the cost of replacement. Student records/documents may be withheld until fees for unreturned, lost, or damaged property are paid.

VIII. PARENT & FAMILY ENGAGEMENT, COMMUNICATION AND NOTICES

SPECIFIED RIGHTS RELATED TO STUDENT RECORDS: EC 49063, 49069, 20 USC 1232G; 34 CFR 99.7, AR 5125

Student records are confidential and privacy will be maintained. Parents and guardians of students, adult students 18 or older, students 16 or over or who have completed the 10th grade and unaccompanied homeless youth aged 14 or over have the right to review and inspect their school records during school hours within five days of a written request submitted to the principal.

In order to release confidential student information, parents or guardians, or students in these specific groups must give written permission to authorize the release except in some instances such as when a student transfers to another school, the District receives a lawfully issued subpoena or a court order, or under the conditions specified in Education Code 49076. Those granted access are prohibited from releasing information to another person or agency without written permission.

CHALLENGE, REVIEW AND EXPUNGING OF RECORDS: EC 49063, AR 5125, 5125.3

A log of who has viewed the records is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look at and change or delete the files. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies of the records made for you. You have the right to challenge the accuracy of the records. Within 30 days of the request, the superintendent or designee shall either sustain the records or order correction and/or removal of any inaccurate information.

If you are still in disagreement with the accuracy of the records once the action is taken by the superintendent or designee, you may submit a written statement of disagreement to be included with your student's record.

The district will forward student records, including suspension and/or expulsion disciplinary records, to other schools that have requested the records in which the student seeks or intends to enroll.

CUSTODY ORDERS: BP 5021

It is the policy of the District to require that parents provide a copy of a current custody order to their child's school office on an annual basis. If the court order on file at the school is current, parents must provide a written statement each year to the school office confirming that the custody order on file is current. By law, if parents are legally separated or divorced, each parent has equal rights to the custody of the child/children unless a parent has a court order that indicates which parent has custody of the child/children. The school must have a copy of the court order on file; otherwise, either parent may check the child out of the school with proper identification.

DRESS CODE: BP 5132

The Governing Board 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. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

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. When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity. Please refer to the Parent Handbook provided by your child's school for specific information regarding the dress code.

NONDISCRIMINATION: 34 CFR 104.8, 106.9, BP 0410, BP 6178

District programs, activities, and practices shall be free from unlawful discrimination, including discrimination, against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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. In addition, district programs shall be free from unlawful discrimination related to immigration status.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 Uniform Complaint Procedures.

ALTERNATIVE SCHOOLS: EC 58501, 48980, AR 6181

California law authorizes all school districts to provide for alternative schools, Section 58500 of the Ed Code 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 desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may result in whole or in part from a presentation by 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 the District, and the principal's office have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

NOTICE OF PRIVACY POLICY AND DATES OF ACTIVITIES re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures EC 51513, 20 USC 1232h, AR 5022, BP 6162.8

Before school staff administers a survey or evaluation containing personal information or distributes an instrument to a student for the purpose of collecting personal information for marketing, the student's parent/guardian may:

1. Upon request, inspect that survey or instrument before it is administered or distributed to his/her child or any instructional material used as part of his/her child's educational curriculum. Within a reasonable period of time of receiving a request, the principal or designee shall permit a parent/guardian to view a survey, instrument, or instructional material. A parent/guardian may view the document any time during normal business hours.
2. Refuse to allow his/her child to participate in the activity. Students whose parents/guardians exercise this option shall not be penalized by the district.

NOTIFICATION SERVICES

Keeping you informed is a top priority within the Galt Joint Union Elementary School District. Our Notification Service allows us to send a telephone, e-mail, or text message to you providing important information about school events or emergencies. The successful delivery of information is dependent upon accurate contact information for each student. This information is requested on the Student Emergency Form at the beginning of each school year.

Background

- Caller ID will display the school or district office's main number for a general announcement.
- The Notification System will leave a message on any answering machine or voicemail that is set up to receive messages.
- The primary phone number will be called for standard and emergency calls with the additional numbers and e-mail used for emergencies and school events.

PROCEDURES FOR VISITING YOUR CHILD'S SCHOOL

All visitors to a school campus must sign in at the school office before entering any room or walking on campus. This is a safety precaution for the entire campus. A visitor's identification badge is given to each person who signs in. Parent volunteers are asked to sign in on a daily basis.

RELEASE OF DIRECTORY INFORMATION: EC 49063, 49073, 20 USC 1232g; 34 CFR 99.37, AR 5125.1

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and, therefore, authorizes the release of such information only in accordance with law and Board policy. The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board Policy and Administrative Regulation. The Superintendent or designee may limit or deny the release of specific directory information to any public or private nonprofit organization based on his/her determination of the best interest of the student. Under no circumstances shall directory information be disclosed to a private profit-making entity other than employers, prospective employers, and representatives of the news media. Upon written request from the parent of a student age 17 or younger, the District will withhold directory information about the student. The request must be submitted within 30 calendar days of the receipt of this notification.

PARENTAL ATTENDANCE REQUIRED: Timeline for attendance: EC 48900.1, AR 5144.1

A teacher may provide that the parent/guardian of a student whom the teacher has removed from class attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.

SCHOOL ACCOUNTABILITY REPORT CARD: EC 35256, 35258, BP 0510

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources, and demographics. Both a long, detailed format and a short executive summary are posted for parents to learn more about the schools in our community. The current School Accountability Report Cards (SARCs) for each school are available online at the Galt Joint Union Elementary School District website at www.galt.k12.ca.us.

SCHOOLS RECEIVING TITLE 1 FUNDS, UPON DEVELOPMENT OF PARENT INVOLVEMENT POLICY: Title 1: 20 USC 6318, AR 6020

The Board of Education recognizes that parents and guardians are their child's most influential teachers. Continuous parental involvement in a child's education contributes greatly to 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. Parent Involvement is maximized in the following ways:

I. Parent Involvement at the School Level

To maximize the potential of parent involvement on campus, each school

- Develops programs and activities that enable parents to actively participate in their child's education.
- Helps parents develop skills and home environments that support their child's growth as responsible members of society.
- Provides parents with techniques and strategies to improve their child's academic success and help to learn at home.
- Initiates consistent and effective two-way communication between the home and school so parents know when and how to support classroom learning activities.
- Provides training to teachers, administrators, and other school staff that fosters effective and culturally sensitive communication with the home
- Ensures that parents/guardians have the opportunity to participate in the annual development and review of the Single Plan for Student Achievement (SPSA). The School Site Council (SSC) process for this plan at each school site is as follows:
 - Annual review and analysis of school data
 - Completion of School Needs Assessment and Goal Setting
 - Approval of SPSA budget

II. Development of the District's Local Control Accountability Plan (LCAP)

The Superintendent involves parents/guardians from each school in the joint development and annual revision of the Local Control Accountability Plan (LCAP), the district's comprehensive plan for implementing the district's priority goal areas through the following:

- Communicating through the district newsletter, website, or other methods regarding the LEA plan and the opportunity to provide input
- Providing working drafts of the LCAP plan to parents/guardians in an understandable and uniform format and in a language the parents/guardians can understand
- Ensuring that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

III. Capacity Building of Parents/Guardians

To build the capacity of schools and parents/guardians for strong parent involvement, the Superintendent or designee shall:

- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school-related meetings and training sessions
- Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- Provide a master calendar of district activities and district meetings and information about opportunities for parent involvement through the district newsletter, website, or other written or electronic means
- Conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I

SEXUAL HARASSMENT AS RELATED TO STUDENTS EC 48980, 231.5; 5 CCR 4917, BP/AR 5145.7

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Title IX Coordinator/Compliance Officer

Educational Services Director
 1018 C Street, Suite 210
 209-744-4545 ext. 304
knijjar@galt.k12.ca.us

CODE OF CONDUCT ADDRESSING EMPLOYEE INTERACTIONS WITH STUDENTS EC 44050, BP 4119.21, 4219.21, 4319.21

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the district and advance the goals of the district's educational programs.

The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I: Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility, requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

IX. UNIFORM COMPLAINT PROCEDURES, appeals, civil law remedies:

EC 49013, 5 CCR 4622, AR 1312.3, BP 0460, BP 3260

Certain rights are protected by federal and state laws and regulations. To help make you aware of your rights, the District is providing you with this notice. Should you utilize any of the procedures noted below, your confidentiality and protection from retaliation are assured. If you have any questions or need to clarify something you read here, please contact any administrator in the District.

Dissemination

Who: This document will be disseminated annually to students, employees, parents/guardians, staff, volunteers, all District Advisory Committees, and other interested parties. This document will also be available free of charge in the District Office.

How: This document will be distributed to:

- All School Offices
- All Parents via the Parents Rights Packets
- Staff via the Beginning of School Staff Orientation and General Staff Meetings
- Advisory Council Meetings (School Site Council, District Advisory Committee, English Learner Advisory Committee)
- Volunteers
- Any other interested parties upon request.

Uniform Complaint Procedures

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level.

The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging unlawful discrimination based on:

- Perceived characteristics of race or ethnicity
- Color, ancestry, nationality, national origin, ethnic group identification
- Age or Religion
- Marital or parental status
- Physical or mental disability
- Sex, Sexual orientation
- Gender, gender identity, gender expression, genetic information
- Association with a person or group with one or more of these actual or perceived characteristics

All programs and activities implemented by the District are subject to UCP: Adult Education; After School Education and Safety; Agricultural and Vocational Education; American Indian Education Centers; and Early Childhood Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teachers; Career Technical Education; Child Care and Development; Child Nutrition; Compensatory Education; consolidated Categorical Aid; course Periods Without Educational content; Economic Impact Aid; Education of Pupils in foster Care and Pupils who are Homeless; Every Student Succeeds Act/No Child Left Behind; Local Control and Accountability Plans; Migrant Education; Physical Education Instructional Minutes; Pupil Fees; Reasonable Accommodations to a Lactating Pupil; Regional Occupational Centers and Programs; School Safety Plans; Special Education; State Preschool; and Tobacco- Use Prevention Education.

A notice of the educational rights of foster and homeless youth shall be posted and includes the complaint process information.

Complaints may be made due to allegations of harassment, intimidation, or bullying. Complaints may also be made due to failure to provide students with:

- Equal access to instructional materials
- Safe and decent school facilities
- Qualified teachers

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

- Pupil fee complaints shall be filed no later than one year from the date the alleged violation occurred

Not all complaints fall under the scope of the UCP. Many concerns are the responsibility of the district, including hiring and evaluation of staff, classroom assignments, student advancement and retention, selection of textbooks and materials, student discipline, facilities, homework policies and practices, use of general education funds, and dress code and school uniforms.

The Board acknowledges and respects parents', students', and employees' rights to privacy. Pupil fees and LCAP complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the superintendent or designee on a case-by-case basis. Complaints alleging failure to provide students with equal access to instructional materials, safe and decent school facilities, and qualified teachers shall be public record. The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of alleged discrimination, or for participating in complaint procedures. (Such participation shall not in any way affect the status, grades, or work assignment of the complainant.)

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the superintendent or designee.

COMPLIANCE OFFICERS

The Board designates the following compliance officer to receive and investigate complaints and ensure district compliance with the law:

Kuljeet Nijjar
Director of Educational Services
Galt Joint Union Elementary School District 1018 C
Street, Suite 210
Galt, Ca. 95632
(209) 744-4545

Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

The Board recognizes that informal resolution can often be agreeable to all parties in a dispute.

Notifications

The district shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies, and conditions under which a complaint may be taken directly to the California Department of Education.

Filing A Complaint and Timeline Step

1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (CCR 4632)

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (CCR 4631)

Step 3: Investigation of Complaint

The compliance officer shall make all reasonable efforts to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (CCR 4631)

The complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, its failure or refusal to cooperate in the investigation, or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Within 60 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 5 below unless the complainant agrees in writing to extend the timeline. (CCR 4631)

Step 5: Final Written Decision

The report of the district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

Appeals

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. (5 CCR 4632)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (CCR 4652)

The California Department of Education (CDE) may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists. In addition, the CDE may also intervene in those cases where the district has not acted within 60 calendar days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district'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. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

- California Code of Regulations, Title 5
- California Education Code
- Department of Fair Employment and Housing
- California Government Code, Section 11135
- United States Code, Title 20

- Title VI, Civil Rights Act of 1964 (2 U.S.C. Section 2000d)
- Title IX, Education Amendments of 1972 (20 U.S.C. Sections 1681, et. seq.)
- Sections 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794)
- Americans with Disabilities Act (42 U.S.C. Sections 12101, et seq.)

Direct State Intervention

A complaint may be filed directly with the California Department of Education without first exhausting the District Uniform Complaint Procedure if one or more certain conditions exist (Title 5 California Code of Regulations Section 4650).

Galt Joint Union School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, or sexual orientation.

WILLIAMS SETTLEMENT-NOTICE TO PARENTS AND GUARDIANS COMPLAINT RIGHTS: EC 8235.5, 35186, AR/E 1312.4

Pursuant to California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional material, or both, to use in the class and to take home to complete required homework assignments.
2. School facilities must be clean, safe, and maintained in good repair.
3. A [complaint form](#) may be obtained at the school office or district office or downloaded from the District website

X. STANDARDS OF STUDENT BEHAVIOR



Attendance

State law requires daily school attendance for children between the ages of 6 and 18. Attendance in preschool and kindergarten classes before age six is not covered under this mandatory attendance law; however, regular attendance in these programs is absolutely necessary to ensure student readiness for the primary grades.

Truancy and Tardiness

Students between the ages of six and 18 years are required by state law to attend school [EC 48200]. Students are expected to be at school on time every day. A student who is chronically tardy or absent misses valuable education time and risks not being promoted to the next grade.

Absences due to illness, bereavement, medical or dental appointments, or court appearances may be considered excused. The parent should contact the school immediately by telephone when a student is absent and furnish a written excuse when the student returns to school. The student should make every effort to obtain and complete makeup work so he/she will not fall behind academically.

Out-of-town trips, vacations during instructional days, and 'personal necessity' are unexcused absences, regardless of whether the student presents a written excuse. A student who is absent or tardy (30 minutes or more) three times without a valid excuse is legally deemed a truant (Education Code 48260). If a student is absent or tardy five times without a valid excuse, he/she is classified as a "habitual truant" (EC 48262). The school will notify the parent in writing when a student appears to have an attendance problem. Every effort will be made to work with the family to get the student to school on time every day. A parent conference or Student Study Team meeting may be scheduled to develop strategies. Referral to the School Attendance Review Board may be made if attendance does not improve. As a last resort, the District Attorney's Office may prosecute the parents for violating California's Compulsory Attendance Law.

If you have difficulty getting your student to school, contact the school's Counselor, Social Worker or Principal. Citizenship: Students are expected to:

- Respect authority and the rights and property of others
- Follow school and classroom rules
- Obey all state and federal laws

Work Habits (Academic Responsibilities): Students are expected to:

- Follow directions
- Participate in class and group activities
- Work cooperatively with others
- Complete assigned tasks
- Perform to the best of their ability

DISTRICT AND SITE DISCIPLINE RULES: EC 35291, 48980, AR 5144, 5144.1

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

There are three distinct phases of this responsibility.

1. The establishment of a school environment in which order and control are applied to the activities of the students and adults within the school.
2. The development of understanding on the part of the students of the need for discipline throughout society and ways in which this can be achieved.
3. The development of the individual's ability for self-discipline and the provision of appropriate opportunities for the individual and group to be responsible for their own discipline.

It is when rights and responsibilities are ignored or forgotten that consequences become necessary. When such measures are used, they should be immediate, fair, constructive, consistent, and reasonable.

Zero Tolerance (Board Policy 5144.1)

The Board supports a zero-tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in the law. The Superintendent shall ensure strict enforcement of this policy.

District Jurisdiction

A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off campus.
- During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

District Interventions & Alternatives to Suspension or Expulsion

Teachers, administrators, and staff make every effort to help students understand and follow school rules.

An Intervention is a formal step taken by the school or outside agencies to offer the student strategies for correcting misbehavior. A student's misbehavior may result in more than one intervention. Some of the interventions used by the district are:

The Student Success Team (SST) is a School Site Team of staff, parents, and the student that uses a systematic problem-solving approach to assist students who are not progressing at a satisfactory rate. The SST will often be used as an intervention strategy for student misbehavior.

School Attendance Review Board (SARB) reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy, irregular attendance, or continual misbehavior. SARB may involve the Probation Department, City Police Department, Health and Human Services, and the District Attorney's Office. SARB may direct a student to participate in community service. A student may be transferred to another school site or an alternative education program by SARB.

Search and Seizure Policy (5145.12) outlines the District's authority to search individual students and their property and the student's obligation to submit to a search. School officials may search when there is reasonable suspicion that the search will produce evidence that the student is violating the law or the rules of the school.

Reprimands/Warnings are serious discussions between the school administrator and the student that spell out the consequences of future misbehavior as well as suggestions for correcting the problem(s).

Conferences are formal discussions between the school staff and the parents or guardians of the student. Students suspended or referred for expulsion will automatically participate in parent/staff conferences.

Detention or Time-Out is the temporary assignment of a student to a supervised area during the lunch period or after school.

Work Detail or School Service is the temporary assignment of a student to a supervised clean-up activity at the school.

Restitution is the monetary payment to the school or district for damage to physical property that is the result of misbehavior. Restitution can also take place for the damage to the personal property of one student that is caused by another.

Other interventions may include:

- Social Workers/School Counselors
- School Psychologists
- Student Violence Reduction Grants
- Safe & Drug-Free School
- Positive Behavior Recognition Programs
- Conflict Managers/Peer Helpers
- Conflict Resolution Program
- Class Meetings
- Mentoring
- Home Visitation
- Shortened or extended day
- Counseling (social skills training; anger management)
- Behavior Contract
- Behavior Intervention Plan (BIP)
- Parenting Classes/Workshops

Suspension

Suspension is the removal of a student from the classroom or school for disciplinary reasons for a defined period of time. The principal or designee may suspend for up to five days at a time. A teacher may suspend for the remainder of the class in which the misbehavior occurred and for the next day's class.

Suspensions may be "in-house" (served at school). They may also be served at home. The decision is based on: 1) the severity of the offense and, 2) the student's previous citizenship. During the period of suspension, the student may not participate in any school activities. Students suspended at home are not permitted on any campus in the District until the suspension term is over. Their parents may pick up assignments at the school and drop them off when completed. The student will be credited for work completed. Students suspended three times in one school year for fighting and/or violence-related offenses may be referred to the District Office for further action.

Expulsion

The removal of a student from all schools in the Galt Elementary School District for violations of the California Education Code. Expulsion is for a defined period of time and re-entry into the district is subject to the conditions outlined by the Board of Education. In certain cases, students who are suspended pending expulsion may have their suspensions extended until the Board's decision (EC 48911g).

Expulsion is subject to due process regulations. There is a legal timeline that must be followed. Parents may file an appeal to the County Board of Education. Due process requirements can be found in Education Codes 48918 and 48919. The entire Education Code may be found at <http://www.leginfo.ca.gov>

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
- Robbery or extortion.
- Assault or battery upon a school employee.

The governing board may expel for these violations on finding:

- That other means of correction are not feasible or have failed in the past.
- That the student's presence creates a continuing danger to the physical safety of the student or others.

Discretionary Expulsion

The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:

- That other means of correction are not feasible or have failed in the past
- That the student's presence creates a continuing danger to the physical safety of the student or others

PERMANENT RECORD OF EXPULSION AND SUSPENSION: EC 48900.8

For purposes of notification of parents, teachers, and the State Department of Education, records of suspension and expulsion shall be kept in the pupil's permanent record. Such records shall specifically identify the offenses committed. Parents may petition the District to have suspension or expulsion records expunged. The decision to expunge shall depend on the student's continued behavior.

XI. DISCIPLINE MATRIX: EC 35291, 48980

The following list identifies the sections of the California Education Code that govern student conduct and the consequences in the Standards of Behavior that may be applied. Most violations allow for a range of disciplinary responses. Some consequences may occur simultaneously.

Mandatory Expulsion [EC48915(c)]		Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
1	Possession, selling or otherwise furnishing a firearm	No	Yes 5 days	Yes	Yes
2	Brandishing a knife	No	Yes 5 days	Yes	Yes
3	Unlawfully selling a drug	No	Yes 5 days	Yes	Yes
4	Committing or attempting to commit sexual assault or battery	No	Yes 5 days	Yes	Yes
5	Possession of an explosive	No	Yes 5 days	Yes	Yes
Mandatory Recommendation for Expulsion [EC48915(a)]		Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
1	Causing serious physical injury to another person except in self defense	No	Yes 5 days	Yes	Yes
2	Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil	No	Yes, up to 5 days	Yes	Optional
3	Unlawful possession of any drug except for the first offense of not more than one ounce of marijuana (see H&S 11053)	No	Yes, up to 5 days	Yes	Yes
4	Robbery or extortion	No	Yes, up to 5 days	Yes	Yes
5	Assault or battery upon a school employee	No	Yes 5 days	Yes	Yes
1. Acts of Violence [EC48900(a)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Caused, attempted to cause or threatened to cause physical injury	May be considered	Yes, up to 5 days	Yes	Optional
2	Willfully used force or violence upon another person except in self-defense	May be considered	Yes, up to 5 days	Yes	Yes, if not mutual combat
2. Weapons and Dangerous Objects [EC 48900(b)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Possession, sale, or furnishing of any firearm, knife, explosive, or other dangerous object	May be considered	Yes, up to 5 days	Yes	Optional
3. Drugs and Alcohol [EC 48900(c)]		Alternative to suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1.	Possession, use, sale, or otherwise furnishing, or being under the influence of any controlled substance, alcohol, or intoxicant	May be considered	Yes, up to 5 days	Yes	Optional
4. Sale of "Look-Alike" Drugs and Alcohol [EC48900(d)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant	May be considered	Yes, up to 5 days	Yes	Optional

5. Robbery or Extortion [EC 48900(e)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Committed or attempted to commit robbery or extortion	May be considered	Yes, up to 5 days	Yes	Optional
6. Damage to Property		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Caused or attempted to cause damage to school or private property. Arson and Graffiti are included in this section. Per EC 48900 (t), school property includes electronic files and databases	May be considered	Yes, up to 5 days	Yes	Optional
7. Theft or Stealing [EC 48900(g)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Stealing or attempting to steal school or private property (including electronic files and databases)	May be considered	Yes, up to 5 days	Yes	Optional
8. Tobacco [EC 48900(h)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Possession or use of tobacco or nicotine products	May be considered	Yes, up to 5 days	Yes	Optional
9. Obscene Acts, Habitual Profanity, or Vulgarity [EC 48900(i)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Directed at peers	May be considered	Yes, up to 5 days	Yes	No
2	Directed at school personnel	May be considered	Yes, up to 5 days	Yes	No
10. Drug Paraphernalia [EC 48900(j)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Possessed, offered, arranged, or negotiated to sell any drug paraphernalia	May be considered	Yes, up to 5 days	Yes	Optional
11. Willful Defiance or Disruption of School Activities [EC 48900(k)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Failure to follow school rules	May be considered	Optional	Yes	No
2	Failure to follow a directive or instruction of staff or teachers	May be considered	Optional	Yes	No
3	Failure to follow conduct code for school bus passengers	May be considered	Optional	Yes	No
4	Unauthorized use of electronic signaling devices, including cell phones and pagers unless medically necessary	May be considered	Optional	Yes	No
12. Possession of Stolen Property [EC 48900(l)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Knowingly receiving stolen school or private property	May be considered	Optional	Yes	Optional
13. Imitation Firearm [EC 48900(m)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1.	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 that the replica is a firearm	No	Yes	Yes	Optional
14. Sexual Assault or Sexual Battery [EC 48900(n)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Committed or attempted to commit sexual assault or sexual battery	May be considered	Yes, up to 5 days	Yes	Optional
15. Harassment of a Student Witness [EC 48900(o)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

1	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both	May be considered	Yes	Yes	Optional
16. Sale of prescription drug Soma [EC 48900(p)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	May be considered	Yes	Yes	Yes
17. Hazing [EC 48900(q)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Engaged in, or attempted to engage in, hazing as defined in Section 32050	May be considered	Yes	Yes	Optional
18. Bullying [EC 48900(r)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Engaged in, or attempted to engage in, hazing as defined in Section 32050	May be considered	Yes	Yes	Optional
19. District Jurisdiction		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	A pupil may be suspended or expelled for acts enumerated in EC 48900 and related to school activity or attendance that occur at any time,	May be considered	Yes	Yes	Optional
	including but not limited to 1) while on school grounds;				
20. Aiding and Abetting Physical Injury [EC 48900(t)]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Aiding or abetting the infliction or attempted infliction of physical injury to another person	May be considered	Yes	No	Optional
21. Sexual Harassment [EC 48900.2] Applies to Grades 4-12		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Sexual harassment includes but is not limited to; unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature	May be considered	Yes	Yes	Optional
22. Acts of Hate Violence [EC 48900.3] Applies to Grades 4-12		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Cause, threaten, and attempt to cause or participate in an act of hate violence defined as willfully interfering with another person's personal or property rights because of race, ethnicity, national origin, disability, or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat may be considered an act of hate violence	May be considered	Yes	Yes	Optional
23. Other Harassment [EC 48900.4] Applies to Grades 4-12		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1	Intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or a hostile educational environment.	May be considered	Yes	Yes	Optional
24. Terroristic Threats [EC 48900.7]		Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
	Making terroristic threats against school officials and/or school property	May be considered	Yes	Yes	Yes