



Home of the Bears!

BOULDER CREEK SCHOOL

For the 2020-2021 school year, please refer to the district's attached Handbook Addendum - Enterprise Elementary School District SCHOOL REOPENING PLAN, Addressing the Challenges of COVID-19

**505 Springer Drive, Redding, CA 96003
(530) 224-4140
Office Hours: Monday - Friday, 7:00 a.m. -4:00 p.m.**

**Tina Croes, Principal
Robert Shaw, Associate Principal
Nancy Walker, Assistant Principal
Deanna Barnes, School Secretary**

Welcome!

Welcome to Boulder Creek School, "Home of the Bears." We are excited to have you as a part of our Boulder Creek family. We are committed to excellence, and it is our goal to establish a partnership with you while providing a rich and supportive learning environment that nurtures the development of every child.

The information in this handbook will help you become familiar with the procedures and rules at Boulder Creek School. Please take time to read through the handbook with your child. Should you have any questions, please feel free to contact the school office or your child's teacher.

Boulder Creek Mission Statement

Boulder Creek School is dedicated to creating a loving community united in helping students become confident, caring, respectful, responsible, and educated citizens. Boulder Creek will strive to:

- ★ *celebrate student success*
- ★ *provide students with the necessary tools to meet challenges*
- ★ *foster the love of learning*
- ★ *value each child's uniqueness and differences*
- ★ *provide opportunities for each child to reach their full potential*
- ★ *develop the child's feelings of self-worth and accomplishment*
- ★ *create a safe, loving, respectful environment.*



ARRIVAL AND DISMISSAL EXPECTATIONS

The law states the school and parents share in the responsibility of a student's conduct to and from school. The same good behavior expected from students at school is expected from them as they travel back and forth to school.

Boulder Creek is a **closed campus** and all foot traffic is channeled through the main (office) entrance during school hours to help us monitor the people entering/exiting campus. We ask for your cooperation with our routines, procedures and protocols to ensure the safety of our students as well as school property.

Please help us enforce these safety guidelines:

- 1) The front office will be open between the hours of 7:00 a.m. - 4:00 p.m. on school days, except in the event of a school lockdown.
- 2) **Before school** and **after school** the gates on the east side of campus (at the back drop-off loop), on the front side of campus (between the Kindergarten playground and the cafeteria), and the front west side of campus (near the office) will be opened to allow for traffic flow with students and parents entering and leaving campus.
 - a) **Arrival *Regular* and *Minimum* Days:** The four above-mentioned gates will be open between 7:30 a.m. and 8:15 a.m. for students to enter the campus without coming through the office.
 - b) **Dismissal *Regular* Days:** These gates will also be open from 1:40 p.m. - 2:20 p.m. during dismissal.
 - c) **Dismissal *Minimum* Days:** These gates will be open from 12:45 – 1:25.
- 3) **Between the hours of 8:15 a.m. and 1:40 p.m. (8:15-12:45 on minimum days).** parents, students, adults and other visitors to campus must **use the main entrance through the school office.** Visitors will be required to sign in and receive a guest pass. This is to secure campus and monitor those present on the Boulder Creek campus.
- 4) Please **do not hop fences or ask other adults or students to open gates** during the closed campus school hours.

Please note that the **bus loop gate WILL NOT** be unlocked for drop-off and pick-up. The gate will only be opened upon the arrival of the bus for the bus riders only. The gate will then be locked again. Do not use the bus loop for drop-off or pick-up as the gate will be locked and students will not be able to enter. *YMCA parents should enter the YMCA, room 28, from the back parking lot.*

ARRIVAL AND DISMISSAL EXPECTATIONS (continued)

Supervision for students does not begin until 7:30 a.m. For this reason, students may not arrive at school before 7:30. Students **MUST** report to the cafeteria or playground upon arrival to school. A student may report to his/her classroom **ONLY IF HIS/HER TEACHER HAS GRANTED PRE-ARRANGED, EARLY-MORNING ENTRY UNDER THE TEACHER'S SUPERVISION**. If permission is given, classrooms can only be accessed through the exterior doors.

To ensure the safety of all children, students must be picked up at their dismissal times. The school does not provide supervision for students after 2:20 p.m. on regular days and 1:20 p.m. on minimum days. Every Monday is a minimum day. If students are not picked up by the aforementioned times, they will be escorted to the office. Parents will then be required to go to the office to check students out. Remember this is to ensure your child's safety, so please be prompt when picking up your child.

Students waiting for the bus after school must do so in the designated area where there is supervision.

Students arriving late or leaving early must be checked in or out through the office.

Students with Inter-District or Intra-District Agreements who are consistently tardy, absent, or not picked up on time may jeopardize their Inter-District or Intra-District Agreements.

AFTER SCHOOL PROGRAM (YMCA)

The YMCA provides an after-school program for Boulder Creek students. It is designed to provide fun activities, clubs, and homework help. Contact the YMCA Boulder Creek After School Program at 224-0952.

LIBRARY

The library is open on school days from 7:50 a.m. to 2:30 p.m. Students are encouraged to use the library for the purpose of checking out reading books, taking Accelerated Reader tests, and/or conducting research. Students are expected to care for all library materials and return books in good condition. Parents are responsible for lost or damaged library materials and will be charged for replacement costs.

RESPECT AND SCHOOL PRIDE

SCHOOL SAFETY PLAN: In accordance with EESD Board Policy, Boulder Creek School has a comprehensive School Safety Plan. The plan is reviewed annually with the School Site Council and practiced regularly to ensure the safety of all students and staff should an emergency arise. Our School Resource Officer and school administration work together to practice designated drills. Parents can support the safety of our students by instructing their children to obey the directions of their teachers, yard duty supervisors, office and support staff, bus drivers (if riding), and administrators. All visitors are required to sign in at the front office and obtain a visitor's pass. Copies of our safety plan may be obtained from the main office.



DRESS CODE

DRESS CODE AND GROOMING

It is the responsibility of the District to ensure an environment that promotes learning. Students must be neat, clean, well-groomed, and ready to learn. Clothing and hairstyles must be appropriate and not interfere with instruction. In the best interest of children and the school, students must adhere to the following:

- Clothing shall cover undergarments and torso at all times and may not have skin-revealing holes or rips above the mid-thigh.
- Garments may not be too tight or too revealing.
- Dresses and skirts shall be at least mid-thigh in length.
- Shorts must have a minimum 3” inseam AND not be too revealing.
- Pajamas are allowed only on designated spirit days or special events planned by school administration.
- Safe footwear must be worn at all times and allow for participation in PE. Flip flops, sandals without a back strap, and skate shoes are not permitted.
- Hats may be worn outdoors for sun protection or warmth.
- No low-hanging or sagging garments; undergarments must be covered.
- For safety reasons, dangling, sharp, heavy jewelry or accessories are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are obscene or profane, advocate illegal, sexual, or violent behavior, alcohol, tobacco, or other drugs, violence, racism, gang-related, or make sexual innuendos will be allowed.
- Face painting, hair coloring, or body piercing that cause a disruption or safety concern are not allowed. Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are a distraction or potential distraction to the learning environment at school and constitute a violation. Physical Education teachers may require separate dress for physical education instruction, which may be a specific physical education uniform. Requirements for safety, health, and cleanliness will be enforced when appropriate.



ACADEMIC EXCELLENCE

HOMework POLICY

The staff at Boulder Creek Elementary School believes homework plays an important role in the education of children. Nightly reading is critical for your child's academic success. Therefore, nightly reading should be assigned to each child. Homework should reinforce concepts that have already been introduced by the classroom teacher. Students should be able to successfully complete homework assignments with minimal help from adults. At times, projects may be included as homework. All students should have access to the necessary material to complete the project. If you need help with materials please contact your child's teacher.

Nightly Reading Guidelines

Kindergarten	15 minutes per night
First Grade	15-20 minutes per night
Second Grade	15-20 minutes per night
Third Grade	20-30 minutes per night
Fourth Grade	20 minutes per night
Fifth Grade	30 minutes per night
Sixth Grade	30 minutes per night
Seventh Grade	30 minutes per night
Eighth Grade	30 minutes per night

Additional Homework Guidelines

Kindergarten	10-15 minutes per night
First Grade	10-20 minutes per night
Second Grade	15-25 minutes per night
Third Grade	20-30 minutes per night
Fourth Grade	25-40 minutes per night
Fifth Grade	30-45 minutes per night
Sixth Grade	35-50 minutes per night
Seventh Grade	40-55 minutes per night
Eighth Grade	45-60 minutes per night

Remember these are guidelines. Some children may need a bit more time to complete their homework. If homework becomes burdensome, please contact your child's teacher.



Teacher Responsibility

Teachers will follow Boulder Creek homework guidelines and will communicate class homework assignments to parents and students on a weekly or daily basis. Teachers will distribute an informational letter to parents explaining class expectations, grading and homework policies. Teachers will inform parents about homework expectations throughout the school year including during Back to School Night and in parent newsletters. If a student repeatedly fails to complete homework, parents/guardians will be notified. If parents have questions about homework, they can contact teachers via email, in writing or in person. Teachers will respond to parent questions promptly. Homework will not be assigned as punishment. 6th-8th grade teachers will coordinate

assignments as needed, and will provide a progress report every three weeks. Parents of middle school students may access their child's grades online at: boulder creek.eesd.net. Click on the PowerSchool Parent Login. Use of this site requires a username and password that will be provided by our district office and mailed to you after the school year is underway. Junior high teachers voluntarily maintain class web sites which can be accessed at: boulder creek.eesd.net.

Guidelines for Parents

Parents can help students with homework by:

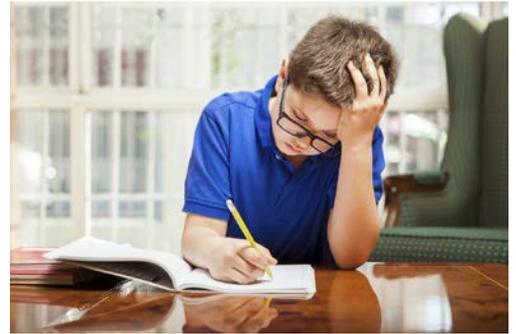
- ★ Attending Back to School Night
- ★ Showing interest in student's school work
- ★ Checking to see if homework assignments are complete
- ★ Encouraging student to complete homework
- ★ Providing a regular time and quiet place for students to complete homework and discussing concerns with teacher if homework seems to be causing problems for the student
- ★ Staying connected with teachers by checking grades online (6th–8th grade), reviewing progress reports, attending conferences, and reading newsletters.
- ★ Encourage positive patterns of food, exercise, and sleep



Guidelines for Students

Students will be most successful by:

- ★ Coming to school with the necessary supplies
- ★ Asking for clarification of assignments and for help when needed
- ★ Scheduling a regular time and quiet place to complete homework
- ★ Completing homework and handing it in when it is due
- ★ Doing his or her best on homework assignments
- ★ Taking home and using daily assignment calendars, textbooks, and supplies
- ★ Grades 4-8 thoroughly completing their daily planner
- ★ Sharing class and school assignments and expectations with parents.
- ★ Maintain a positive attitude and positive character traits.



RESOURCES

Your child's teacher and his/her peers are always great resources to help with homework. Many teachers use their own time to stay after school and help students with homework. Students can also build relationships with classmates to study and work together outside of class to complete projects and homework assignments. Grades 4-8 may have access to some form of homework club.

HOMEWORK REQUESTS DUE TO ABSENCES

Homework requests may be made if a student is absent from school. Please allow 24 hours for teachers to assemble the needed work and deliver to the office. All assignments can be picked up in the office after 3PM. The completed work should be returned to the teacher(s) when the student returns to school, unless other arrangements are made. Additionally, homework assignments can be accessed through the 6-8th grade teachers' websites.

REPORT CARDS

Report cards will be issued at the end of each trimester. For the first and second trimester, parents will be given report cards during their conference time. If you are unable to attend your child's conference, report cards will be sent home. The third trimester report card will be sent home with students at the end of the school year.

STUDENT RECOGNITION

During the year students are recognized in the following ways:

- ★ Positive Character Trait
- ★ Golden Bear
- ★ 4th-8th Grades Awards Assemblies
- ★ Academics
- ★ 'Caught You Being Good'
- ★ Principal's Math Challenge
- ★ Positive Principal Calls



ACADEMIC HONESTY

Boulder Creek students are expected to develop the highest standards of academic honesty. Most students conduct themselves with integrity and are disturbed when they observe others cheating. Cheating harms our community in many ways. Honest students are frustrated by the unfairness of undetected, and therefore unpunished, cheating. Students who are dishonest about their academic work also cheat themselves of a real education. They rob themselves, not only of important knowledge, but also of the experience of learning how to learn. In the workplace, students will learn most professions have a code of ethics, and standards to which they will be expected to adhere. At Boulder Creek, students are expected to practice the integrity they must demonstrate later in life. For all of these reasons, academic misconduct is considered a serious offense.

What is academic misconduct? Students are guilty of cheating when they present, as their own, work they did not do. Students are also guilty of cheating if they help someone else to cheat. One of the most common forms of cheating is plagiarism, which is using another's words or ideas without giving proper credit. Teachers discuss the topic of plagiarism, as well as examples, with their students as appropriate. The temptation to cheat can be eliminated by developing and practicing sound study habits, keeping up on class work as it is assigned, and by making good use of the help offered. Parents and students are strongly encouraged to communicate with the teacher if the student is encountering emotional and/or health problems that distract from studies and interfere with concentration.



TECHNOLOGY

All students receive instruction in appropriate digital citizenship. Students in grades 4-8 receive additional training in Internet safety and anti-cyberbullying. To prepare students to compete in a technological world, the district has implemented cutting-edge applications of technology to enhance in-depth learning and promote innovation. Each student has access to Chromebooks in the classroom. Every classroom also utilizes InterWrite technology as a tool for teaching and learning. Students may use technology to collaborate on projects through shared applications. Although the district maintains strict firewalls, students should only access internet sites condoned by school staff.

STUDENT SUPPORT SERVICES AND PROGRAMS

STUDENT STUDY TEAM (SST): A Student Study Team (SST) is an efficient and effective way to bring together all resources in the best interest of helping students. The team is made up of special education teacher, classroom teachers, the school psychologist and/or counselor, the parent, and the administrator. When appropriate, the student will also attend. Students may be referred to the SST Team by a teacher, parent, counselor, health clerk, administrator, or psychologist. When a student is referred, information is gathered concerning academics, discipline, behavior, and health. Students are most successful when there is a cooperative effort between parents and school personnel in a spirit of shared

responsibility. The SST meets at the school to explore and problem-solve, in order to help and support students having difficulties in class. The team is a problem solving body that can help define the needs of the students and school, and help translate those needs into a plan of action.

SCHOOL COUNSELOR: A counselor is on site to provide additional support to students as needed. Parent permission must be obtained in order for students to receive counseling services. School counseling is designed to be a short-term reinforcement (not in-depth therapy) in order to provide students with tools to negotiate and cope with challenges they may be facing.

SECOND STEP CURRICULUM: Second Step is a curriculum designed to reduce impulsive and aggressive behavior in children by increasing social competency skills. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socio-emotional competence and other protective factors. Group discussion, modeling, coaching, and practice are used to increase students' social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting. The program's lesson content varies by grade level and is organized into three skill-building units covering the following.

- ❖ Empathy – teaches children to identify and understand their own emotions and those of others.
- ❖ Impulse Control and Problem Solving – helps children choose positive goals, reduce impulsiveness, and evaluate consequences of their behavior in terms of safety, fairness, and impact on others.
- ❖ Anger Management – enables children to manage emotional reactions and engage in decision-making.

LOVE AND LOGIC (www.loveandlogic.com): Love and Logic, a philosophy espoused by Dr. Charles Fay, is a way of working with children that puts parents and teachers in a positive position of reasonable control, teaches children to be responsible, and prepares children to live in a world with many choices and consequences. Respect and dignity for self and others is emphasized. Classes are taught by individuals who have received training on Love and Logic.



PROGRESSIVE DISCIPLINE PLAN

CORE BELIEFS ABOUT DISCIPLINE

At Boulder Creek School it is our goal to promote positive behavior, responsibility, and the joy of learning. Each child is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

The Boulder Creek School staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

- We believe that every attempt should be made to maintain the dignity of both the adult and the student.
- We believe that students should be guided and expected to solve the problems they create/encounter without making problems for anyone else.
- We believe that students should be given the opportunity to make decisions, take responsibility, and learn from the outcomes whether the consequences are good or bad.
- We believe that students should have the opportunity to tell their side of the story when consequences appear to be unfair.
- We believe that there should be a logical connection between misbehavior and resulting consequences.

POSITIVE DISCIPLINE

At Boulder Creek, our first choice of discipline is always positive. We seek opportunities to use positive reinforcement such as Positive Praise, Golden Bears – Grades 1-5, Positive Principal Calls, Caught You Being Good Slips, Lunch with the Principal, and 4th-8th Grade Recognition Assemblies, among others, to reinforce a positive culture on our campus.

BEHAVIOR EXPECTATIONS

Behavioral expectations are based upon positive character traits taught and reinforced regularly at school. All students should strive to exhibit, through their words and actions, a positive attitude, respect for all, and integrity. In addition, students should do the right thing and show efforts toward learning. Below are some examples of specific expected behaviors at school:

- ★ Any act that could result in physical injury to you or others is not permitted. **NO FIGHTING IS ALLOWED**
- ★ **TREAT OTHERS AS YOU WANT TO BE TREATED**
- ★ Respect the property of the school and others.
- ★ Name calling, threatening, pushing, and fighting are not appropriate or acceptable responses to resolving problems and will not be tolerated.
- ★ Profanity and abusive language is not permitted.
- ★ Items that are distractions to the learning environment should be left at home (gum, toys, etc.).
- ★ Please leave all electronic items at home. Items may be confiscated by staff and taken to the office. Parents may need to retrieve these items. The school is not responsible for lost or damaged items which should not have been brought to school.
- ★ Children may not trade or give away money or personal possessions during the school day. They also may not buy or sell items.
- ★ During school time, students must have a hall pass when reporting to the office, library, restroom or any other place on campus that is not the classroom or playground. Passes are available from teachers or yard duty aides.
- ★ No student is to be in a classroom unless an adult is present.
- ★ Students are expected to be respectful to each other and the adults who work at Boulder Creek School.
- ★ Students will follow the directions given by the adults who work at Boulder Creek School.
- ★ When the bell sounds, all games will stop, and the students will immediately walk to their class or class lines.
- ★ Food is to be eaten in designated areas only.
- ★ Use the correct behavior in designated areas: playground, cafeteria, library, walkways, bathrooms, and classrooms.
- ★ Main building hallways will be locked until 8:00 am. Students should enter class in the morning from the classroom's exterior door.
- ★ No energy drinks are allowed at school. Examples: Red Bull, Rock Star, Monster. Sodas and coffee drinks are strongly discouraged and will not be allowed inside the classrooms.

DISCIPLINE PLAN AND EXPECTATIONS

	BE SAFE	BE RESPECTFUL AND RESPONSIBLE
CAFETERIA	Walk at all times Keep hands and feet to yourself Wash hands before eating	Talk in a quiet voice Leave area clean Use good manners
HALLWAY	Walk at all times Keep hands and feet to yourself	Use quiet voices Carry playground equipment Always carry a pass
LIBRARY	Walk at all times	Use appropriate tone of voice Be respectful to library staff Treat books with care
RESTROOM	Wash hands with soap and water Get a pass when using restroom at recess	Keep restrooms clean Use quiet voice in bathroom No playing in bathroom
LINE BEHAVIOR	Keep your hands and feet to yourself	Keep your place in line No cuts or saving places Hands and feet to self and use quiet voices
ARRIVAL & DISMISSAL AREAS	Stay in designated areas Do not enter parking lot without an adult	Follow directions of safety patrol and adults on duty Keep hands and feet to yourself Show respect to others

PROGRESSIVE DISCIPLINE GUIDELINES

Inappropriate behavior, not prevented through Boulder Creek's Positive Behavior Plan, fall into three levels of offenses. Each level is addressed either by the classroom teacher or the school administration.

Examples of Level 1 Offenses

Level 1 offenses are handled by the teacher in conjunction with the classroom management plan. Teacher documentation of behavior and action highly suggested.

Level 1 Offenses

Teacher applies consequences according to classroom management plan.

- Disruptive Behavior
- Dress-code Violation (refer to administration for clothing change)
- Not following directions
- Excessive Talking
- Inappropriate noise-making
- General disrespect
- Teasing/put-downs
- Mild Inappropriate body contact
- Name-calling
- Misuse of materials
- Mocking
- Eye-rolling
- Wandering
- Mild Inappropriate language

Examples of Level 2 Offenses

Level 2 offenses are handled by the teacher in conjunction with the classroom management plan. At least three interventions/strategies (with a minimum of one parent contact) must be implemented before an office referral may be made. Teacher will document behavior and action.

Level 2 Offenses

Teacher applies consequences according to classroom management plan. May result in an office referral.

- Back-talking/arguing
- Inappropriate gestures/language
- Open defiance
- Stealing
- Cheating/lying
- Throwing objects
- Inappropriate body contact

Examples of Level 3 Offenses

Level 3 offenses are automatic referrals to administration. Specific communication to administration and written documentation on referral must be completed by the teacher if the behavior occurred in the classroom. Other school staff must also refer students for level 3 offenses. Parent contact will be made by administration.

Level 3 Offenses

Administration will contact parent, apply consequence, and document administrative action.

- Fighting
- Ethnic slurs
- Obscene gestures
- Inappropriate touching
- Damaging property
- Extreme Defiance
- Repeated Bullying
- Threatening/taunting
- Pattern of stealing
- Use of profanity
- Harassment/Sexual Harassment

Zero Tolerance

Minimum consequence – suspension

- Leaving school without permission
- Assault with the intent to fight another student
- Weapons/facsimile of a weapon/dangerous instrument
- Drugs/Alcohol

Harassment and Bullying

Bullying is defined as the ongoing act of one or more individuals intimidating/targeting one or more persons through verbal, physical, mental, written, or electronic (“cyberbullying”) interactions. Bullying can create unnecessary and unwarranted anxiety that can affect student attendance, playing in the school yard or recreation areas, participating in or attending extra or co-curricular activities, or riding on the bus to and from school each day.

Racial, ethnic, religious, sexual, or disability harassment is any unwanted physical or verbal attention directed toward any person or persons that makes an individual feel inferior or uncomfortable. This attention may include racial, ethnic, religious, or sexual comments, name-calling, jokes, gestures, and/or graffiti.

- Students are strongly encouraged to take action if they observe it - “Don’t put up with put downs.”
- Students should report harassment or mistreatment by speaking to a teacher, counselor, or administrator, and students may do so confidentially.
- Students are asked to immediately report any inappropriate graffiti on desks, walls, or bathrooms so that it can be removed.
- Students who feel that they have been a victim of any form of harassment are asked to immediately report it to a teacher, counselor, or administrator.

Possible Disciplinary Actions (Levels 1-3 Offenses)

- Informal talk/verbal warning
- Phone call home
- Time out, loss of recess, clean-up, walk the field, suspension to the office
- Conference with student, teacher, administrator
- Detention during lunch, recess or after school (parent will always be contacted 24 hours in advance if after school detention is required)
- SARB (School Attendance Review Board) – poor attendance and extreme or habitual negative behaviors
- Revocation of inter-/intra-district agreement
- Suspension from school for one or more days by the teacher and/or administrator for severe infractions. Infractions involving smoking, controlled substances, firearms or other dangerous weapons or activities are to be referred directly to administration.
- Expulsion

EXTRA-CURRICULAR REQUIREMENTS

Boulder Creek offers a robust extra-curricular program with many clubs and after-school opportunities for student participation. Students are required to maintain the same eligibility requirements as outlined for our sports programs for any extra-curricular activity. Each student must have a 2.0 grade point average with no failing grades at the start of any club or extra-curricular activity. If a student struggles to maintain eligibility requirements during his/her participation in any these activities, it will be at the discretion of the club/extra-curricular coordinator and administration whether that student will be allowed to continue.

DANCES

Behavior expectations are identical to those of the regular school day. School rules and dress code apply during dances. Students will be allowed to attend dances if they meet the requirements outlined in the Boulder Creek Student-Athlete and Parent Handbook. Students must have a signed grade check/parent permission slip in hand in order to enter the dance.

Eligibility

Students must have a cumulative 2.0 Grade Point Average with no failing grades on their progress report. Discipline referrals will be reviewed by administration and participation in a dance will be determined by school administration. Students need to have good citizenship in order to attend a dance. Suspension from school during that trimester will result in the student not being eligible to participate in the next scheduled dance. An eligibility list will be determined prior to the dance.

Guidelines

Students need to arrive at the dance within 30 minutes of the dance starting time. The doors will be closed 30 minutes after the dance begins and students may no longer enter the dance. For the safety of your child, students must stay inside the facility until the dance is over. Students will not be allowed to leave the dance without a parent/guardian checking them out at the door. An emergency telephone number must be provided by parent/guardian indicating where the parent/guardian can be reached during the hours of the dance. Students must have a note if they plan to leave the dance with anyone other than their parent/guardian. The note must be signed by the parent/guardian and have a telephone number where the parent can be reached. The note must indicate who will be picking up the child. Students must meet the discipline guidelines outlined in the Boulder Creek Athletic/Activity Handbook.

STUDENT LEADERSHIP

Boulder Creek has an active Student Leadership program. Students entering grades 7-8 may apply for Student Leadership in the spring to serve the following school year. Student Leadership Representatives must abide by the same guidelines as athletes (See Athletic Guidelines).



PARENT AND COMMUNITY INVOLVEMENT

The Boulder Creek staff believes that providing a family-like environment strongly connected to our parent community is fundamental to the ongoing support and development of each student. With strong relationships intact, children have the freedom to discover and enjoy the process of reaching their fullest potential. It is with great commitment, hard work, and support from our entire school-community that we nurture our vision for Boulder Creek students. Furthermore, research overwhelmingly supports the power of schools, families, and community groups working together to support student learning. Results show that children tend to do better in school, stay in school longer, and like school more when this partnership exists.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC): The English Language Advisory Committee is composed of parents and staff at Boulder Creek dedicated to supporting the success of English Language Learner students. The ELAC meets at various times throughout the school year; all parents are invited to attend from both English Learning families as well as English-Proficient families. ELAC meetings focus on issues of concern to EL families, as well as advising the school on English Learner needs and recommendations for improvement of the EL program. Parents are encouraged to get involved in their ELAC team.

PARENT VOLUNTEERS: Parents are always encouraged to participate in their child's education in a variety of ways. Opportunities range from assisting in the classrooms, correcting papers, preparing materials, assisting with fundraisers, to chaperoning field trips.

Parent volunteers must always check in at the office and obtain a visitor's pass. Ask your child's teacher or inquire in the main office if you would like to help out at Boulder Creek School!

GOLDEN UMBRELLA FOSTER GRANDPARENT VOLUNTEERS: The Foster Grandparent Program offers seniors an opportunity to assist children or other senior citizens. Participants are screened, trained, and placed at a volunteer station. At Boulder Creek, there are typically at least two foster grandparents per year who serve 20 hours a week. They spend time with children giving one-one-one attention to their "grandkids." Children receive the type of companionship, special help, and individual attention that a grandparent can give.



HOME-TO-SCHOOL COMMUNICATIONS

CHANGE OF ADDRESS OR PHONE NUMBER If you move or your phone number changes, please notify the office at 224-4140 immediately. We must keep accurate, up-to-date information on file in case of an emergency.

PARENT CONFERENCES Parent conferences are held at the end of the 1st trimester in November and again at the end of the 2nd trimester in March. Your child's teacher will send home information about scheduling a parent/teacher conference at the end of the first and second trimesters so you can meet to discuss your child's progress.

BEAR FACTS NEWSLETTER Boulder Creek will publish a school newsletter monthly. The newsletter will be available online and it will be sent home via email. Hard copies will be available in the office upon request. Please be sure and read the newsletter each month, as it contains important information, upcoming events, and a monthly calendar.

TEACHER NEWSLETTER Boulder Creek teachers will send a minimum of one teacher newsletter per month.

EMAIL All teachers have email and check it daily. You can email them through the Boulder Creek webpage (boulder creek.eesd.net).

POWERSCHOOL-Online grades (6th-8th) PowerSchool is an online program that enables students and parents to access grades, assignments, and attendance records. This tool provides another means for parents and the school to stay connected. Families may access PowerSchool and view information regarding their child at any time. Parents will be provided passwords to activate the system. To log in, visit boulder creek.eesd.net, then click on the PowerSchool parent login on the right side of the screen.

TEACHER WEBSITES Our middle school teachers, as well as others, maintain teacher websites through Google Sites. These websites will have nightly homework, class reminders, due dates, field trip information, and access to online tools and grades. To access teacher websites go to bouldercreek.eesd.net and click the “faculty/staff” tab then “teacher websites” and a directory will be available.

SCHOOL MESSENGER PHONE SYSTEM

As part of our communication system with parents, the Enterprise Elementary School District uses the School Messenger system. The School Messenger system allows the superintendent or principals to send information that is time sensitive and relevant to the safety and education of students in our schools. During the school year, you will receive school messages related to upcoming parent nights, academic events and reminders such as early release days, as well as a weekly, Sunday night phone message about that week’s upcoming events. If your phone number changes please let the office staff know of the change in a timely manner.

SOCIAL MEDIA Boulder Creek updates its school Facebook page on a daily/weekly basis. You can find us @bouldercreekschool on Facebook. Click “Like” and “Follow” for up-to-date announcements and to see what interesting things are happening at school. We will respond to any direct messages to our Facebook page within 24 hours.



THE BOULDER CREEK MIDDLE SCHOOL PROGRAM

As a result of the continued requests and desires of students and parents, the Boulder Creek Middle School Program was established in 2008. Our middle school has continued to grow and evolve through the years as the needs of our students change. Our middle school staff places a sharp focus on the students themselves in order to cultivate confident, willing learners in the sixth, seventh and eighth grades. Teachers are capitalizing on the curiosity and interests of our students by helping them master subjects by connecting the core content to current, real-world events so that students want to ask more questions, find the answers, read more, and write about what they've learned. Accomplishing this, Boulder Creek will ensure our students are equipped to graduate high school and proceed to college or technical training. In addition to core academics, our middle school offers a wide variety of electives, clubs, sports, and extracurricular activities to enrich the all-around experience of our students.

ELECTIVE COURSES

Boulder Creek recognizes, honors, and seeks to help all students develop their innate gifts, talents, and abilities. Our elective program provides an opportunity for students to pursue individual activities and excel in areas that respond to their particular needs, strengths, and preferences. Students are offered a variety of elective options during each middle school grade-level elective block. Most of these courses are trimester offerings and will change three times during the year, while a few are year-long commitments. Students who need interventions may have academic support classes during this time. Students who earn Fs on trimester report cards forfeit electives and are enrolled in Graduation Class until their Fs are remediated. The following pages list classes that will be offered, but additional electives may also be offered this school year.

Outdoor Education Outdoor Education is geared to equip students with the necessary skills to both enjoy the outdoors and also problem-solve potentially harmful scenarios that occur in outdoor settings. The course includes wilderness survival skills, along with basic first aid, LNT (Leave No Traces) guidelines, plant identification, and orienteering.

S.E.E./ A.S.L Sign Language This course introduces students to a very different style of foreign language learning in American Sign Language. Students are given a basic understanding of sign language and are challenged to use only signing throughout their



time in class. You will not find a quieter classroom in all of Boulder Creek. Our program is uniquely crafted and unlike any other foreign language offered at the middle school level.

Theatrical Arts (Theatre) Theatrical Arts is a creative class that tailors to the visual learner. Students are challenged to express themselves by diving into the dramatic arts. Students will learn to act alongside other students, create costumes appropriate to a given dramatic presentation, create background sets, and engage in creative writing and character development.

Study Skills This course focuses on techniques and learning strategies to improve students' study skills. Emphasis is on students developing organization, time management and planning, test-taking strategies, active listening, and work completion. In addition, students will have ongoing opportunities to apply these skills to their daily class work and receive feedback to enhance their study habits.

Art Design (7th grade) Art Design will expose students to several different mediums of the Art world. Students will explore different art styles through teacher led lessons and research. In order to pick projects they find interesting, students will have the opportunity to give input if there is a specific type of art project they would like to try.



Art (6th grade) This elective will allow you to explore your love for art! In this elective we will be teaching you fun and unique ways to create pieces of artwork of various types from drawing techniques, to sculpting, to carving soap! You will also learn about some famous artists and learn some of their techniques that made them famous!

Recreational Games This elective will focus on increasing athletic skills, including: strategies of game play, rules of the game, game etiquette, and skills development in games. The games used in this class will be unique and will not be covered in the regular Physical Education class.

Beginning Band/Intermediate Band (6th Grade, year-long) No musical experience is required for this class! This year-long course is designed for students who bring very little experience playing a woodwind, brass, or percussion instrument to the class. We focus on the development of music literacy, including reading musical notation and rhythm, as well as developing technical skills on a woodwind, brass, or percussion instrument. Students will perform at a variety of concerts and events throughout the school year, and have the option of signing up to play a solo at the Solo and Ensemble Festival in early spring. Intermediate Band will prepare students for future participation in 7th/8th Concert Band, as well as high school band.

Concert Band (7th/8th Grade, year-long) This year-long course is recommended for students who have at least one year of experience playing a band instrument. This is the recommended class for students who have played an instrument throughout elementary school or who have completed Beginning Band at Boulder Creek or at another school. Students should already have some basic skills in reading music. This class would also be appropriate for students who may have never been in band, but have played other instruments, such as piano or string instruments. Students will continue to develop music-reading skills and more advanced playing techniques and will perform at a variety of concerts and events throughout the school year, and have the option of signing up to play a solo at the Solo and Ensemble Festival in early spring. The 7th/8th Band will prepare students for future participation in Concert Band, as well as high school band.

General Music/Concert and Show Choir (6th/7th/8th Grade, year-long) No musical experience is required for this class, though participation in previous music classes is a strong advantage. We begin by spending the first trimester (August - October) in General Music, developing music literacy, including reading/performing of musical notation and rhythm, as well as developing technical vocal skills. We transition to Concert Choir in second trimester (November-February), performing in the Winter Concert at the end of February. We finish the year as an ensemble cast for our annual Musical/Show Choir performance in late spring. This group also will serve in various performances at Boulder Creek and

around the city throughout the school year, and may serve as a basis for smaller, more advanced groups to develop as musical ambassadors for Boulder Creek to our community. Enrollment in this class is required in order to participate in more advanced opportunities that may develop over the school year.

Teacher's Assistant Teacher Assistant position provides students the opportunity to develop skills and behaviors essential for their development in our educational community. Teacher Assistants work under the direction and supervision of an assigned classroom teacher or librarian. Students will develop communication skills, develop ability to work with others and independently, and develop bonds throughout our K-8 community. Students will be placed randomly into Teacher Assistant positions based on the number of requesting teachers.

STEM (Science, Technology, Engineering and Mathematics) STEM pushes students to explore the world of Science, Technology, Engineering, and Mathematics. Students in STEM use both their minds as well as their hands to problem solve. Designing, testing, and redesigning are important aspects of many 21st century careers and STEM encourages students to think “outside the box.” This elective will focus on building simple machines, building robots (pending funding), using sensors, motors and controllers, and computer programming.



Digital STEM STEM goes digital with these fun and engaging design challenges. This is an opportunity for students to explore websites and complete challenges. This elective allows students to master technology tools and use them to create original works. Digital STEM challenges are designed to allow students to explore digital tools while creating something using the steps of the engineering design process. This is a hands-on, explore and learn as you go class, where students increase their knowledge in an exploration format.

Graduation Class Graduation class is oriented toward students who are working on fulfilling the middle school graduation requirements through remediation on i-Ready. Graduation class is assigned to students who need to finish the required 20 i-Ready lessons to remediate a failed grade from 2nd trimester 6th grade through the end of 8th grade. Graduation class will be assigned by teaching and administrative staff in lieu of elective classes.

Film Studies We will watch and analyze inspirational and/or meaningful films, often based on a true story, which will capture students' interests. We will discuss core themes and issues within these films and how they connect to students' lives and society today. Students will focus on the main character's positive character traits and how they affect the character's life and situation. Students will also relate their own traits to those of the character(s).



ATHLETIC HANDBOOK

Boulder Creek School recognizes the importance of athletics as an integral component of a student's complete educational development. We believe that all students should have an opportunity to participate in some form of interscholastic athletics and that such participation should encourage positive scholastic and social growth and achievement. All participants and teams will represent the school and community in a positive manner and will reflect the dedication and hard work that will be required to compete and be successful. Success will not be measured by records that are achieved by teams or individuals, but rather by the knowledge that each participant gave his/her best effort and prepared for each contest to the best of his/her ability. Boulder Creek recognizes that an effective athletic program is the product of responsible cooperation among the student-athlete, the coaching staff, the parents, and the administration.

STUDENT-ATHLETE GUIDELINES

SPORTSMANSHIP Participation in the athletic program requires adherence to the highest standards of good sportsmanship. Aspects of good sportsmanship include ensuring fairness in competition and exhibiting respect for the people and institutions associated with athletic contests. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and they must conduct themselves, on and off the court/field, as positive role models who exemplify good character. Student athletes will be held responsible for their actions in all areas where their school and team is represented, on the court and in the classroom.

GENERAL BEHAVIOR Profanity, unsportsmanlike conduct, throwing of equipment or any similar displays of immaturity, and disrespect to any person or institution will not be tolerated. Athletes accept responsibility for their actions both on and off the court/field. An athlete's language and behavior should not embarrass himself/herself, the team, the school, the district, or the community. Defiant behavior and back-talk toward any coach, school official, or game official will also not be tolerated.

Violations of the school's behavioral expectations may result in benching, the suspension or termination of the participation privilege and is within the sole discretion of the school administration.

SCHOOL/TEAM ATTENDANCE Attending all classes is a high priority for all student-athletes. Students must attend 50% (minimum) of the school day (4 periods), excluding lunch, in order to participate in practice or games that day (doctor's appointments excluded). An athlete must be present at all practices and games except for illness and family

emergencies. Each athlete is personally responsible for notifying his or her coach prior to an absence whenever possible. Coaches will provide athletes with their contact information. An unexcused absence from practice or a game may result in a limitation or suspension of playing time. A pattern of unexcused absences from practices and/or games will ultimately result in the athlete's removal from the team.

ACADEMIC ELIGIBILITY All student-athletes who wish to participate in an athletic activity at Boulder Creek School *must* meet the following requirements:

1. Maintain a minimum "C" average (2.0 GPA) with no "F's" in their overall academic program for the progress report period prior to their participation and for each succeeding progress report period during participation.
 - a. Athletic grade checks will be conducted every two weeks during a trimester (except for at the beginning of a trimester in which 3 weeks will be given before first grade check). The grade checks will be done on Monday and eligibility issues will be reported to the coaches immediately following.
 - b. If a student athlete becomes ineligible, he will be allowed to practice but not play in any games or dress down.
 - c. A student athlete will serve a minimum of one week on probation. The following Monday after a grade check, grades may be checked again and the athlete's competitive status reinstated.
 - d. If a student athlete is put on prohibition twice in the same sports season, they will be removed from the team.
2. Meet standards of satisfactory citizenship (responsibility).
3. Have a satisfactory attendance record as defined by board policy.
4. A student athlete may participate in only one school sport at a time.
 - a. The only exception to this rule is cheer practices prior to the cheer season when we have a cheer team. A cheerleader may practice when her current sport is **not** practicing; sports that are in "season of play" will receive practice priority over cheer.

EQUIPMENT The Enterprise School District, Boulder Creek School, and the Booster Club provide money to purchase and maintain proper equipment. Equipment is to be handled properly for financial reasons as well as to teach students responsibility.

1. All equipment/uniforms will be inventoried, numbered, and checked out by coaches.
2. Students are responsible for the security of their equipment and uniforms. In some cases, particularly with game uniforms, the replacement fee may be higher than the original purchase price because special processing and printing may be required to duplicate the uniform.
3. Students are expected to turn in the same piece(s) of equipment checked out to them.
4. Equipment should be returned in the same condition as it was received. Equipment and uniforms should be cleaned and washed before being returned. Students are expected to make arrangements to have torn or ripped clothing repaired prior to turning it into the coach.
5. All equipment must be returned within one week of the last game.
6. Students must return or pay for all equipment before they can practice or participate in another sport.
7. Students who leave a team prior to the end of the season must turn in their equipment and uniform within one week.

PARENT GUIDELINES

The role of the parent in the education of a student is crucial. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school and in life.

At Boulder Creek we believe that the principles and value systems taught at home should be echoed at school and in the realm of athletic competition. We expect parents to help nurture an atmosphere of good sportsmanship. Respect, responsibility, compassion, and integrity are lifetime values taught through athletics. These are the principles of good

sportsmanship and character. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations and graceful acceptance of the results.

As a parent/guardian of a student-athlete at our school, your goals should include:

1. Promote a healthy lifestyle.
2. Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game.
3. Encourage our students to perform their best, just as we would urge them with their class work.
4. Participate in positive cheers that encourage our student-athletes; discourage any cheers that redirect that focus – including those that taunt and intimidate opponents, fans and officials.
5. Learn, understand, and respect the rules of the game, the officials who administer them and their decisions.
6. Respect the task our coaches face as teachers, and support them as they strive to educate our youth. Please do not approach a coach following a game. If you need to discuss his/her decisions and or strategies, please wait until the following school day at a more appropriate time to discuss your concerns.
7. In the North Valley Athletic Conference (grades 6-8), there is no rule regarding playing time. Playing time is at the sole discretion of the coach. Though our coaches care about developing each individual athlete and their skills, he/she will almost always make a decision based upon what is best for the TEAM and not individuals in game situations.
**Note: The Enterprise Elementary School District 5th Grade League Rules vary from year to year regarding playing time. Please ask your coach or school athletic director for this information.*
8. Respect our opponents as student-athletes, and acknowledge them for striving to do their best.
9. Develop a sense of dignity and civility under all circumstances.

You can have a major influence on your child's attitude about academics and athletics. The leadership role you take will help influence your child and our community for years to come.

Violation of the above parent/guardian guidelines could result in one or more of the following: a warning, removal from the venue, suspension, or further action to be decided by administration.

****SEE SPORTS HANDBOOK FOR POLICY ON CONCUSSIONS****



BOULDER CREEK INFORMATION AND SCHEDULES

2020/21 Bell Schedule	Important Information	Minimum Day Schedule
Kindergarten 8:15 Instruction Begins 9:35 - 9:50 Recess 11:05 - 11:45 Lunch 2:00 Dismissal	MINIMUM DAYS – Dismissal at 1:05 Every Monday	Kindergarten 8:10 Instruction Begins 9:35 - 9:50 Recess 10:50 - 11:30 Lunch 1:05 Dismissal
Primary (Grades 1-2) 8:15 Instruction Begins 9:35 - 9:49 Recess 11:15 - 11:55 Lunch 2:00 Dismissal	HOLIDAYS 9/2 Labor Day 11/11 Veterans’ Day 11/25-29 Thanksgiving Break 12/20-1/6 Christmas Break 1/20 Martin Luther King Day 2/17 Lincoln’s Birthday observed);President’s Day; 2/17-2/21 President’s Week 4/6-4/13 Spring Recess 5/25 Memorial Day *June 8th is Emergency Day, if needed - snow	Primary (Grades 1-2) 8:10 Instruction Begins 9:35 - 9:48 Recess 11:00 - 11:40 Lunch 1:05 Dismissal
3rd Grade 8:15 Instruction Begins 9:55 - 10:09 Recess 11:45 - 12:25 Lunch 2:00 Dismissal		3rd Grade 8:10 Instruction Begins 9:52 - 10:05 Recess 11:30 - 12:10 Lunch 1:05 Dismissal
4th Grade 8:00 Instruction Begins 9:55 - 10:09 Recess 11:55 - 12:25 Lunch 2:10 Dismissal	PARENT CONFERENCE DATES November 18-22 March 9-13	4th Grade 8:00 Instruction Begins 9:55 - 10:05 Recess 11:40 - 12:15 Lunch 1:05 Dismissal
5th Grade 8:00 Instruction Begins 9:55 - 10:10 Recess 12:00 - 12:30 Lunch 2:10 Dismissal	TRIMESTER DATES First Day of School August 14 10/31 First Trimester Ends 2/27 Second Trimester Ends 6/5 Third Trimester Ends Last Day of School June 5	5th Grade 8:00 Instruction Begins 9:55 - 10:05 Recess 11:50 - 12:25 Lunch 1:05 Dismissal
6-8th Grades 8:00 Instruction Begins 12:15-12:45 Lunch 2:10 Dismissal	SCHOOL OFFICE PHONE 224-4140 AFTER SCHOOL PROGRAM 224-0952	6-8th Grades 8:00 Instruction Begins 12:05-12:35 Lunch 1:05 Dismissal

FIND OUT MORE ON OUR SCHOOL WEBSITE:

bouldercreek.eesd.net

Important information such as the cafeteria menu, daily schedule, the monthly newsletter, and sports schedules can be accessed on our website.



2020/2021 DISTRICT HANDBOOK FOR PARENTS, GUARDIANS, AND STUDENTS

www.eesd.net • 1155 Mistletoe Lane, Redding, CA 96002
Phone: 530-224-4100 • FAX: 530-224-4101

Alta Mesa • Boulder Creek • Lassen View • Mistletoe • PACE Academy • Parsons •
Redding Collegiate Academy • Rother • Shasta Meadows

**PARENTS: PLEASE COMPLETE ALL OF THE START-OF-THE-YEAR FORMS
LOCATED IN THE PARENT PORTAL**

***Please see the attached addendum: SCHOOL REOPENING PLAN 2020-2021
for more information addressing the challenges of COVID-19.**

A MESSAGE FROM THE DISTRICT

Dear Enterprise Elementary School District Families:

We are grateful that you have entrusted your child with our award-winning schools and outstanding teachers and staff members. Thank you for choosing Enterprise Elementary School District!

This Handbook for Parents, Legal Guardians, and Students for the 2020-21 school year provides helpful information including District programs, policies, and contact information.

In order to generate a cost savings, we are again combining the Enterprise District Handbook and the Rights of Parents, Legal Guardians, and Students Booklet which provides information concerning state and federal laws that affect you and your child. This handbook includes a summary of the required laws and references to Education Code (EC), United States Code (USC), Code of Federal Regulations (CFR), California Code of Regulations (CCR), and the Health and Safety Code (HSC) and Welfare and Institutions Code (WIC). For the purpose of this handbook, "parent" refers to parents and/or guardians. Please be sure to complete all of the forms sent home with your child and return them to your child's teacher.

Again, thank you for entrusting your children to our staff. We are honored to have this opportunity to educate your children, and we welcome your participation in your child's education.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian N. Winstead".

Brian N. Winstead, Ed.D.
Superintendent

TELEPHONE NUMBERS

SCHOOLS

ALTA MESA	224-4130
BOULDER CREEK	224-4140
LASSEN VIEW	224-4150
MISTLETOE	224-4160
PACE ACADEMY	224-4236
PARSONS	224-4190
REDDING COLLEGIATE ACADEMY	224-4240
ROTHER	224-4170
SHASTA MEADOWS	224-4180

PRESCHOOLS

ALTA MESA PRESCHOOL	224-4139
BOULDER CREEK PRESCHOOL	224-4148
LASSEN VIEW STATE PRESCHOOL	224-4477
MISTLETOE STATE PRESCHOOL	224-3232
ROTHER PRESCHOOL	224-4178
SHASTA MEADOWS PRESCHOOL	224-4184

ACE PROGRAMS (AFTER-SCHOOL)

ALTA MESA	224-4223
BOULDER CREEK (YMCA-RUN)	224-0952
LASSEN VIEW	224-4159
MISTLETOE	224-4169
PARSONS	224-4222
ROTHER	224-4179
SHASTA MEADOWS	224-4184

OTHER

DISTRICT OFFICE	224-4100
TRANSPORTATION	224-4120
SHASTA COUNTY OFFICE OF EDUCATION	225-0200



ENTERPRISE ELEMENTARY SCHOOL DISTRICT 2020/2021 SCHOOL CALENDAR

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

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

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

21

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

22

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

14

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

13

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

18

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15

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

23

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

16

MAY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20

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

4

185 Teacher Work Days (8/11)

08/12 First Day for Students

180 Student Days



Certificated Staff Development Days 8/10, 11/02, 01/04, 4/12

Classified Staff Development Days 8/10, 8/11, 11/02, 01/04



Instructional Recesses

Emergency Day if needed (Snow) 06/07**

Certificated Staff Development Buy Back Day 06/08



Legal Holidays

09/07 Labor Day

11/11 Veterans Day

11/23 - 11/27 Thanksgiving Recess

12/18 - 1/04 Christmas Recess

01/18 Martin Luther King Day

2/15 - 2/19 February Recess

02/15 Presidents' Day

02/16 Lincoln's Birthday (Observed)

04/05 - 04/12 Spring Recess

05/31 Memorial Day

Trimester Dates

10/29 1st02/25 2nd06/04 3rd

06/04 Last Day for Students

+ Minimum Days:

Parent Conference Dates to Remember

11/16 - 11/20 K-8 Parent/Teacher Conf - Minimum Day

03/08 - 3/12 K-8 Parent/Teacher Conf - Minimum Day

**If Emergency Day (06/07) is not needed, the Staff Development Buy Back Day will be moved to 06/07



EMERGENCY

EMERGENCY INFORMATION AND SCHOOL CLOSING INFORMATION [EC§49408]

IN CASE OF EMERGENCY Parents are required to provide the school with the following contact information should an emergency arise. This information must be kept current, so parents must inform the school when this information changes. The required information includes home address(es) and telephone number(s); business or employment address(es) and telephone number(s); and name(s), address(es), and telephone number(s) of one or more relative(s) or friend(s) who you authorize to care for your student in any emergency situation, including the medical caregiver, if the parent or legal guardian cannot be reached. Information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

In an emergency, we ask that you not telephone the school. Phone lines will be needed for emergency communication. The school will use its automated phone calling system to give parents instructions and updated information. Please do not drive to the school. Streets should be as open as possible for emergency vehicles. Tune your radio to any of the local radio stations. Information regarding the emergency and instructions for picking up students during or after the emergency will be given over the radio.

The Enterprise Elementary School District plans for, prepares for, and conducts emergency drills for emergency/crisis situations. Our school staff is trained to make certain the students understand emergency procedures. The safety and welfare of the students is our primary concern, especially in the event of an emergency. Personnel are trained in first aid. Your children should obey the directions of their teachers and follow the directions of the bus driver if they are on a bus. If walking or riding a bicycle, students should continue toward their destination should an emergency situation develop.

SCHOOL SAFETY PLAN [EC§§32286, 32288] Each school reviews and updates its safety plan by March 1. The plan includes an earthquake emergency procedure system and a disaster policy for buildings with a capacity of 50 or more people. Each school reports on the status of its plan and includes a description of its key elements in its annual School Accountability Report Card.

SCHOOL CLOSINGS In the event of school closure due to emergencies or inclement weather, please refer to our website, www.eesd.net and listen to KQMS radio (AM 1670, FM 105.7, FM 104.9). Please be sure to listen for Enterprise Elementary School District as Redding School District and Enterprise High School are not considered part of our district. The school will also use its automated phone calling system to give parents/guardians instructions and updated information. If inclement weather occurs after the school day has begun, school will remain open for the duration of the school day. In weather-related emergencies, you may pick up your child from school before the school day is over. If bus transportation is stopped due to weather conditions, students will remain on campus until picked up by the parent or guardian. If you have questions about our emergency preparedness programs, please contact your child's principal.



ATTENDANCE

MINIMUM AGE OF ADMISSION TO KINDERGARTEN [EC§48000] Students who are 5 years of age on or before September 1 may enroll in kindergarten. Students who turn 5 years of age between September 2 and December 2 have the opportunity to enroll in a two-year kindergarten program. The first year, called transitional kindergarten (TK), provides young 5 year olds with an opportunity to adjust to the school environment and develop strong learning skills to prepare them for the rigor of 1st grade. In TK, students are exposed to reading and math in an interactive way using varied strategies and methods. TK students participate in all kindergarten activities throughout the year and are grouped according to developmental and academic abilities with other kindergarten students. TK students learn important skills that build on what they may have learned in preschool. Research shows how important it is that students are ready academically, socially, and emotionally for 1st grade, and that children who attend kindergarten readiness programs like TK are more likely to do well in school. All TK students will attend the two-year program unless, as reflected on the EESD Kindergarten Report Card, they excel academically and demonstrate outstanding social, emotional, and developmental skills.

MINIMUM DAYS/STAFF DEVELOPMENT DAYS [EC§48980(c)] Minimum Days are indicated on the school year calendar provided. At least one month's notice will be given if the minimum day schedule changes.

ABSENCES [EC§48200] Daily school attendance is compulsory for children aged 6-18. Please review the school calendar provided and plan activities and vacations during non-school days. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

The state awards funding to school districts only for actual attendance; no longer do they fund for excused absences. However, truancy reports still rely on excused and unexcused absences. There are legal consequences if your child misses school excessively. Please call your child's school office to report his/her absence. A note and/or phone call from you must be received by the school within 72 hours to clear any excusable absences. Unexcused absences result in a recorded truancy. Per EC§48205, an elementary or secondary school pupil's absence shall be excused for the following reasons:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county/city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California; not more than three days if outside California.
5. For justifiable personal reasons, including, but not limited to an observance of a religious holiday or ceremony, an appearance in court, attendance at a funeral service, religious retreat, an employment conference, the pupil's naturalization ceremony to become a United States citizen, or an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
6. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to combat zone or combat support position. Absences

granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

EXTENDED ABSENCES - INDEPENDENT STUDY PROGRAM Independent Study is available so your child can keep up with his or her school work during an extended absence of 5 or more consecutive days. Please call the school office and ask them to prepare a packet of assignments which may be picked up at the office.

TRUANCY [EC§§48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC270.1, 830.1; WIC601.3] The state-defined levels of truancy, and the associated penalties to students and parents, are:

- Truant: A student is truant after missing three days of school or 30-minute periods without a valid excuse.
- Habitual Truant: A student who is truant three or more times in a school year. An effort is made to meet with parents.
- Chronic Truant: A student who has missed 10 percent or more school days in a school year.
- Interventions: Students who are habitual truants or are disorderly may be referred to our Student Attendance Review Board (SARB), the district attorney's office, or the county probation department. These programs offer guidance for improving attendance or improving school behavior.
- Student Penalties for Truancy: The first instance may result in a one-day weekend class. The second may be a written warning from a peace officer that stays in the student's records. The third may result in being referred to SARB or a district attorney program. The fourth places the student within the jurisdiction of the juvenile court, and the student may become a ward of the court.
- Parent Penalties for Truancy may include a fine or imprisonment.

The attendance clerk or designee making the referral of a student to SARB or the probation department will notify the parent in writing and include the name and address of the SARB or probation department to which the matter has been referred and the reason for referral. The notice shall indicate that the student, parent, and referring person is required to meet with the SARB or the probation officer to consider a proper disposition of the referral.

SCHOOL ATTENDANCE REVIEW BOARD (SARB) SARB is a multi-disciplinary team that meets to explore options that may have been overlooked or unknown in attempts by the school or parents to resolve behavior or attendance problems. The guidelines for SARB are set forth in Ed Code, and school districts must adhere to these guidelines.

ATTENDANCE SARB Total unexcused absences may be any combination of full day unexcused and/or unexcused tardiness over 30 minutes. Unexcused tardiness over 30 minutes includes both coming to school late and leaving school early. An initial notification of truancy or excessive absences can be sent after 3 unexcused or 10 excused absences; a second notification is sent after 5 total unexcused absences or 12 total excused absences; a third notification is sent after 7 total unexcused absences or 15 total excused absences. The third notification, sent to notify parents/guardians of the date, time, and location of the local SARB board, is copied to the County SARB board. Parents and the student are required to attend the SARB meeting which generally takes 30 minutes, and at the conclusion, a SARB contract is fashioned, and a copy is provided to all parties. Should the contract be violated, *i.e.*, there are any more unexcused absences or excessive excused absences), the fourth notification letter is sent to the parent/guardian and the parent/guardian may be referred to the District Attorney's Office for prosecution.

BEHAVIOR SARB An initial notification is sent at the discretion of the administrator when the student's misbehavior has become habitual and irresolvable at the classroom level. A parent meeting will be scheduled and held regarding the behavior issue. A second notification is sent at the discretion of the administrator after the first letter/efforts fail to address the student's behavior problem. This letter serves to notify parents/guardians of the time, date, and location of the SARB hearing. The SARB Board will evaluate the student's school placement, and a contract may be fashioned at/after the hearing.

SARB OUTCOMES It is the desire of the District and the SARB Board that a solution to attendance and/or behavior issues can be identified and implemented. Parents/Guardians of students who continue to have poor attendance following the SARB hearing may be referred to the Districts Attorney's Office for prosecution. Students on an IEP or 504 are subject to SARB as per ED Code.

SARB APPEALS Families may appeal a local SARB at the county level. Requests for an appeal must be submitted to the Shasta County SARB Office within 10 calendar days of the date of the original SARB hearing, and the appeal may not be based solely on one's dissatisfaction with the decision of the local SARB; appeals will be heard only if it appears that there was a breach of due process.

INTERDISTRICT AND INTRADISTRICT ENROLLMENT [EC §§35160.5, 46600-46611, 48204, 48206.3, 48300-48315, 48980] If you wish for your child to attend another school in our District, please complete an Intradistrict Transfer Form which is available at the school office. Our district also allows students to transfer to or from other districts (interdistrict). For more information on these transfers, enrollment options, and alternative schools, and their associated forms, please contact the district office at 530-224-4100.

CHILDREN OF MILITARY SERVICE MEMBERS - RESIDENCY [EC §§48204.3] A student complies with a school district's residency requirements for school attendance if the student's parent is transferred or is pending transfer to a military installation within the state boundaries of the school district while on active military duty pursuant to an official military order. School districts must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the district, and for course registration. The parent must provide proof of residency in the school district within 10 days after the published arrival date provided on official documentation.

A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or if the student is unable to produce clothing or records normally required for enrollment.

If the parent/guardian's military service ends during the school year, then the student is allowed to stay in his/her school of origin for the remainder of the school year if he/she is in grades 1-8, or through graduation if the student is in high school.

RESIDENCY RETENTION FOR MIGRATORY CHILDREN [EC §§54441] Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code section 54441, must be allowed to continue in their schools of origin, regardless of any change of residence during that school year, for the duration of their status as migratory children. When a student's status as a migratory child changes during the school year, the school district must: (1) allow K-8th graders to continue in their schools of origin for the remainder of that school year; and (2) allow 9-12th graders to continue in their schools of origin through graduation. Migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services.

RESIDENCY RETENTION FOR THE STUDENTS OF DETAINED OR DEPORTED PARENTS [EC §§48204.4]

Students retain residency in a school district, regardless of the students' current residency, when both of the following requirements are met: (1) The student's parent or guardian has departed California against his or her will, and the student can provide official documentation evidencing the departure; and (2) The student moved outside of California as a result of his or her parent or guardian leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state.

Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances.

IMMIGRATION ENFORCEMENT - "KNOW YOUR RIGHTS" [EC §§234.7] All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights>

ATTENDANCE WHERE CAREGIVER RESIDES [EC §§48204(d), 48980(h)] Your child may attend the school district of his/her caregiver's residence if your child lives with a caregiver, as defined by law. An affidavit, sworn under penalty of perjury, by the caregiving adult is required to determine that your child lives in the caregiver's home.

ATTENDANCE IN DISTRICT IN WHICH PARENT OR GUARDIAN IS EMPLOYED [EC §§48204(b)(f), 48980(i)] Your child may attend school in the school district where you or your spouse is employed for at least 10 hours per week. If interested, call the district or school office for information.

ATTENDANCE IN DISTRICT WHEN LIVING AT PARENTS' PLACE OF EMPLOYMENT FOR MINIMUM OF 3 DAYS DURING THE SCHOOL WEEK [EC §48204(a)(7)] Parents may apply for enrollment of their child in a school district in which the parent is employed, and where the parent and child live at the parent's place of employment minimum of 3 days during the school week.

INDIVIDUALIZED INSTRUCTION/TEMPORARY DISABILITY (EC §§48206.3, 48207-48208) Individualized instruction either: (1) at home, provided by the school district in which the student resides; or (2) in a hospital or other residential health facility, excluding state hospitals, is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability should notify the school district where the student receives care if an individualized instruction program is desired.

"Temporary disability" means a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program to which the student can reasonably be expected to return. "Temporary disability" does not include a disability that would qualify a student as a "student with exceptional needs" under Education Code section 56026.

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the district in which the hospital is located of the student's presence in the qualifying hospital, the district has five working days to notify the parent if individualized instruction shall commence within five working days.

Individual instruction in a student's home must commence no later than five working days after a school district determines that the student shall receive this instruction.

When a student receiving individual instruction is well enough to return to school, she/he must be allowed to return to the school that she/he attended immediately before receiving individual instruction was initiated.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in his/her school district of residence, or to receive individual instruction provided by the school district of residence in the student's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if she/he is well enough to do so.

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. (Ed Code §§ 48206.3(b)(2), 48207, 48207.3, 48207.5, 48208, and 48240(c).)

NOTICE OF ALTERNATIVE SCHOOLS [EC§58501] State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.



INSTRUCTION

TEXTBOOKS AND LIBRARY BOOKS Our district receives money from the state to purchase new curriculum. Textbooks cost up to \$85 each and are expected to last until the next textbook adoption cycle. It is the student's and the parent's responsibility to ensure books are not lost or damaged. All students will be allowed to take textbooks and library books home and parents will be liable for their replacement costs if lost or damaged. However, if a parent wishes that their child NOT be permitted to take textbooks and/or library books home, the parent must write a letter indicating their wishes, to the Office of the Superintendent, 1155 Mistletoe Lane, Redding, CA 96002.

PROSPECTUS OF SCHOOL CURRICULUM [EC§49091.14] The curriculum of every course offered by the schools of the district is compiled annually in a prospectus which is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

TEACHERS [NCLB, 20 USC §§6301] Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

EMPLOYEE CODE OF CONDUCT - INTERACTION WITH STUDENTS [EC §§44050] 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. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

STUDENT USE OF TECHNOLOGY

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)

The Enterprise Elementary School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology shall have on file at his/her school acknowledgement of receipt of this Enterprise Elementary School District Acceptable Use Agreement and Release of District from Liability, signed by his/her parent/guardian (and student, where applicable) as an indication that they have read and understand the agreement.

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or

future technological innovations, whether accessed on or off site or through district-owned or personally-owned equipment or devices.

STUDENT OBLIGATIONS AND RESPONSIBILITIES Students are expected to use district technology safely, responsibly, and for educational purposes only. The district reserves the right to monitor all online communications for improper use. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

- encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.
- access, post, submit, publish, or display harmful or inappropriate matter that is libelous, threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs. A special exception for access may be made for hate literature if both the teacher and the parent/guardian provide approval prior to the start of the project and the purpose of such access is to conduct research.
- email using district technology unless it is for educational assignments as directed by the teacher to communicate with adults and other students regarding their learning activities. Students are expected to keep messages brief and use appropriate language and shall not read mail or files intended for other users; they shall not attempt to interfere with other users' ability to send or
- receive electronic mail, nor shall they attempt to read, delete, copy, modify, or forge other users' mail. School staff, administrators, and parents have access to student email for monitoring purposes. No expectation of Internet/e-mail privacy is afforded students.
- disclose, use, disseminate, or post personal contact information about themselves or other people. Personal contact information includes the student's name, address, telephone number, social security number, school address, or other individually identifiable information.
- agree to meet with someone they have met online without their parent's or legal guardian's approval and participation.
- attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking." These actions are illegal. Vandalism will result in discipline and/or legal action and the cancellation of user privileges.
- infringe on copyright, license, trademark, patent, or other intellectual property rights without the expressed consent of the creator. This includes the use of copyrighted materials for use in school assignments, trading with others, or any publication.
- plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student.
- alter any system settings, system network configurations, or Internet browser settings, which include the installation of add-ons and toolbars or download, install, or copy computer software programs or other computer files. This includes copying audio or video CDs or DVDs, or other copyrighted material to the computer or network resources.
- engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, etc.
- threaten, intimidate, harass, bully, or ridicule other students or staff.

PRIVACY Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology. The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or

received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted. All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

PERSONALLY-OWNED DEVICES A student who uses a personally-owned device to access district technology, shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally-owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

REPORTING A student who becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, shall immediately report such information to the teacher or other district personnel. A student who receives any message that is inappropriate or makes them feel uncomfortable will promptly disclose the message to their teacher or other school employee.

CONSEQUENCES FOR VIOLATION Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

PARENT/GUARDIAN ACKNOWLEDGEMENT Parent/guardian signature on the acknowledgement gives permission for his/her child to use district technology and/or to access the school's computer network and the Internet, and acknowledges that parent/guardian has read, understands, and agrees that his/her child shall comply with the terms of the Acceptable Use Agreement. Parent/guardian further acknowledges that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. Parent/guardian agrees to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from his/her child's use of district technology or the failure of any technology protection measures used by the district. Further, parent/guardian accepts full responsibility for supervision of his/her child's use of his/her access account if and when such access does not take place in the school setting.

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

GIFTED AND TALENTED PROGRAM The gifted and talented program has been incorporated into the regular school day. All students have the opportunity to participate in various activities designed to expand their academic strengths. In addition, we encourage students to participate in after-school clubs to strengthen their skills and to delve into areas of interest.

FINE ARTS EESD has a proud tradition of valuing the importance of visual and performing arts education. Because the arts enhance the academic and socio-emotional development of children, we continue to include dance, music, theatrical experiences, and visual arts throughout the K-8 continuum. Students receive fine arts instruction throughout the year. The curriculum is articulated – each grade level building on the knowledge learned the prior year. Examples of our fine arts education include:

- Parsons Junior High School offers students the opportunity to be involved in Beginning, Intermediate, Advanced, or Jazz Band, (these bands have received top honors in competitions throughout the state), or for vocalists, award-winning vocal performance groups, Music in Motion and Special Concepts, (recognized for excellence in both state and local venues), and additionally, Parsons offers Concert Choir and Star Choir.
- At Mistletoe, the music program encompasses a wide range of experiences, including K-5 weekly music appreciation classes, 4th and 5th-grade choir, 5th-grade band, 6-8 Bulldog Show Choir (vocal/dance performing group), 6-8 Advanced Choir, 6-8 Bulldog Band, and 6-8 Music Composition. In addition, Mistletoe offers an after-school Art Club and an Art elective for 6-8 grades. Within classrooms, students

interact with a wide range of visual and performing arts experiences, enjoy practicing towards key performances, and learn essential skills that serve to enhance their overall development as children.

- Boulder Creek provides many wonderful opportunities for each student to develop and discover his or her musical talents. Every middle school student at Boulder Creek School has the opportunity to take part in either choir or a guitar class. For students who enjoy instrumental music, Boulder Creek's band program offers a year-long program with instruction in most wind instruments and percussion. Instruments are loaned to students, allowing students the chance to learn an instrument, be a member of a team, and perform. Band also prepares students for the high school's advanced band.

TITLE I PROGRAM The federally-funded Title I program is designed to improve the academic achievement of disadvantaged students. Title I funds are used to provide eligible students with supplemental services to reinforce the core curriculum and to assist students in attaining proficiency on state academic standards and assessments. All of our schools receive this funding. Students receive assistance through interventions provided in the regular classroom or in small group settings. Parents are notified if their child is in need of an intervention and will be asked to give permission if this additional help takes the student out of class.

AFTER SCHOOL PROGRAMS Each of our schools has an after-school program where activities are available until 6:00 p.m., each school day. Services are based on goals and objectives that align with district and state standards. Enrichment and recreational activities are offered on a regular basis. Students must be enrolled in one of the participating school sites to attend these programs. For additional information on the after-school program, contact your child's principal.

CAREER COUNSELING [EC§221.5] When students are provided career counseling and course selection opportunities, all students are provided equal services. Parents may participate in counseling sessions.

LIMITED ENGLISH PROFICIENT STUDENTS [EC§§52163, 52164.1, 52164.3, 52173, T5 11303, USC Title 20 6312] Notification will be given to parents of limited English proficient students regarding limited English proficiency programs including the reasons for the identification of the student as limited English-proficient, the need for placement in a language instruction educational program, the student's level of English proficiency, how the level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English-proficient students.

ENGLISH LANGUAGE EDUCATION [EC§305-310] State law requires that when parents/guardians of 30 or more students at a school or 20 or more students in any grade level at a school request a particular language acquisition program, the District shall offer that program at the school site to the extent possible. In the structured English immersion program, nearly all classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

PHYSICAL EDUCATION AND SPORTS [EC§49475, 60800] The District recognizes the positive benefits of physical activity on student health and academic achievement and provides all students the opportunity to be physically active on a regular basis through physical education (PE) instruction. The PE program provides a minimum of 200 minutes of PE every 10 days. Students with disabilities are provided instruction in PE in accordance with their individualized education program or Section 504 accommodation plan. PE instruction is delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers. Students in grades 5 and 7 are given a standardized physical fitness test as required by EC§60800. In addition to PE classes, a variety of sports activities are offered at each school. Parents and students are encouraged to review the information on concussions and head injuries included in the HEALTH section of this handbook.

SEXUAL HEALTH INSTRUCTION 7th & 8th Grade - California Healthy Youth Act (EC 51930-51939)

The purpose of the CHYA is as follows:

- To provide students with the knowledge and skills related to recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy

behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10))

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction.

The law requires that this content be taught once in middle school and once in high school. It is the policy of the Enterprise Elementary School District that this instruction will not extend beyond these required grades. The curriculum is divided so that sex trafficking prevention is taught in 7th grade, and sexual health and HIV prevention are taught in 8th grade.

This information may be presented by school personnel and/or an outside organization or guest speaker in individual classrooms, combined classes, or assemblies and will align with and support the purposes of the California Healthy Youth Act and not be in conflict with them. (EC § 51933 (c) Abstinence from sexual activity and injection drug use shall be taught within the context of comprehensive sexual health and HIV prevention education (EC 51934[3]); however, abstinence-only education is not permitted in California public schools.

The Enterprise Elementary School District respects the rights of parents to make decisions about how they to supervise their children's education on this subject matter. Parents/guardians shall be notified in writing at least 14 days before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may request in writing that their child not attend the class. No student shall attend such instruction if the school receives this request prior to the start of the class. (Education Code 51550, 51820) At the parent/guardian's request, any student may be excused from any part of sexual health instruction. (Education Code 51240). All materials used for the above instruction shall be available for inspection by parents/guardians at reasonable times and places prior to the onset of instruction. The above notification shall inform parents/guardians of their right to inspect these materials. (Education Code 51550, 51820)

To parents of fifth grade students: Districts must notify parents if students are provided classes in which human reproductive organs and their functions and processes are described, illustrated, or discussed. [EC§51550] Parents may submit a written request to their child's school office if they want their child to be excused from such classes. If written notice to exclude a child is not received prior to the start date of the class, the child will be allowed to attend the class. The materials in this area of instruction are available to parents for previewing. Parents will be notified prior to the parent preview night of the date, time and location. District nurses are available by telephone (530-224-4100) to discuss the content or answer any questions.

HEALTH INSTRUCTION-CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS [EC§51240] Upon written request of a parent, students shall be excused from the part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

INSTRUCTION/INFORMATION ON SEXUAL HARASSMENT The Superintendent or designee ensures that all district students receive age-appropriate instruction and information on sexual harassment including what acts and behavior constitute sexual harassment, and the fact that sexual harassment could occur between people of the same gender, a clear message that students do not have to endure sexual harassment, encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained, and information about the person(s) to whom a report of sexual harassment should be made. Any student who feels that s/he is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall report it to the principal or designee within 24 hours of receiving the complaint. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Office of the Superintendent or designee. The Superintendent, principal, or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If the investigator finds that sexual harassment occurred, s/he shall take prompt,

appropriate action to end the harassment and address its effects on the victim. The Superintendent, principal, or designee shall also advise the victim of any other remedies that may be available. Where required, the matter may be referred to law enforcement authorities.

ANNUAL STANDARDIZED TESTING AND REPORTING Each year, the District administers standardized testing. This testing includes: 3rd-8th grade testing in Language Arts and Math; 5th and 8th grade testing in Science. The testing window is 15 instructional days that includes 6-8 testing days. Each year, parents and guardians will be notified regarding their student’s participation in the CAASPP assessment system. A parent/guardian may submit to the school annually a written request to excuse his/her child from any/all parts of any test. District employees may discuss the testing program with parents/guardians, and may offer information on the availability of exemptions under EC 60615. However, the District and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852). Within 20 days of receiving the results of the standardized achievement tests, parent/guardians will be notified of the results of the tests, the purpose of the tests, and the individual score and intended use. If you have any questions, contact the site Principal.



SPECIAL EDUCATION SERVICES

SPECIAL EDUCATION (IDEA) State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards is available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM [EC§§56300, 56301] Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights.

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

SECTION 504/DISABLED PUPILS [Rehabilitation Act of 1973§504] Federal law requires districts to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.



HEALTH SERVICES

The district employs registered nurses who evaluate students' health needs (including vision, hearing, dental, growth and development, scoliosis screening, etc.). District nurses provide direct health services to students and staff, and serve as a resource for health care referrals to various community programs. Health-related concerns should be directed to the district nurses. The district also employs both health and student services clerks who provide first aid care, assist students with medication, and maintain health records under the direction of the district nurses. Your child may be exempt from physical examination if you file a written statement with the school principal stating that you will not consent to routine physical exam of their child. However, whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

IF YOUR CHILD IS ILL [EC§49451] A child may be sent home if s/he is believed to be suffering from a contagious or infectious disease. Students will be sent home if they have a temperature of 100 degrees or higher and must stay home until they are symptom free for 24 hours without the use of fever reducing medications such as Tylenol® or ibuprofen. Students with vomiting/diarrhea will be sent home and must stay home until they are symptom free for 24 hours without symptom reducing medications or with physician release. Students who develop an infection requiring antibiotics may not return to school until after being on the medication for 24 hours or if a student has a written release from a physician. If you keep your child home from school due to symptoms of a contagious disease, please notify the school office as soon as possible.

KINDERGARTEN AND FIRST GRADE PHYSICAL EXAM [EC§§49450; HSC 124085, 124100, 124105, 120475] For each first grade student enrolling in school, parents are required by state law to present certification signed by a physician that states the child has received a physical examination within the past 18 months. You may wish to contact the Shasta County Health Department, who, through the Child Health and Disability Prevention Program (CHDP), may be able to provide a physical exam for your child at no cost to you. If you do not provide the certification, you must file a waiver at the school stating your reasons for noncompliance. Your child may be sent home if you fail to provide the certificate or waiver, and if your child is suspected to be suffering from a contagious disease.

KINDERGARTEN AND/OR FIRST GRADE ORAL HEALTH ASSESSMENT [EC§49452.8] Parents must have their child's oral health assessed by a licensed dentist or licensed dental health professional by May 31 of the student's first year of school. Assessments within the 12 months before the child enters school also meet this requirement.

FLUORIDE APPLICATION Pursuant to HSC§104830-104865, your child may receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth during the school year. If offered,

parents must consent to the treatment on behalf of a minor child. This District does not provide fluoride application. Consult your dentist for more information.

IMMUNIZATIONS [HSC §§120370(a)(2), 120372(a), 120325, 120335, 120440; EC§§48216, 49403] Your child must be immunized against certain diseases before being admitted to school, unless exempted for medical reasons. January 1, 2016 was the deadline for parents to exempt their children from required immunizations based on their religious or personal beliefs. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016, are exempt from the immunization requirement until they complete the “grade span” they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students who entered the District for the first time, or who advanced to 7th grade, after July 1, 2016 are no longer exempt from immunizations based on religious or personal beliefs. Students who have a medical exemption issued before December 31, 2020 will be allowed continued enrollment until they enroll in the next grade span. As of January 1, 2021, the District will only accept medical exemptions that are submitted on the California Department of Public Health’s standardized, statewide medical exemption certification form. (Health and Safety Code §§120370(a)(2) and 120372(a).)

Parents must provide documentation that their child has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps, and rubella, and varicella (chickenpox) (students must be immunized for varicella or provide proof from a doctor stating child has had the disease), or the child may not be admitted to school. In addition, all students entering 7th grade must provide proof of the T-dap booster immunization. The required immunizations are available from the County Health Department, a physician, or may be administered by a healthcare practitioner acting under the direction of a physician. If an outbreak of a communicable disease occurs at a school, any non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration. Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section.

MEDICATION [EC§49423] Any student who must take prescribed medication at school and who desires assistance of school personnel must annually submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may carry and self-administer prescription auto-injectable epinephrine and/or inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. The parent/guardian shall provide for his/her child any and all specialized medical equipment and/or supplies required for their child as it relates to a specialized health condition or administration of medication(s). The District shall only provide specialized equipment that is used at school and that is needed to implement a student's IEP or Section 504 Plan.

CONTINUING MEDICATION REGIMEN [EC§49480] Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SCOLIOSIS SCREENING [EC§49452.5] Between grades 6 and 8, your child may be screened for scoliosis (curvature of the spine), unless you submit a written denial of consent.

VISION AND HEARING APPRAISAL [EC§49455] The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. In addition, the District will periodically test students for hearing deficiencies.

GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING ALLERGIES [EC§49403, 49414, 49423, 49423.5, 4923.6., CCR 8:5193] Anaphylactic reactions, most often caused by exposure to substances to which a student is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects and latex. When a student has a life-threatening allergy, it is the responsibility of the parent or guardian to inform the school staff of the student's allergic condition. The student's physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Staff members are trained to recognize the reactions, follow the written procedures, and be aware of the District's guidelines regarding life-threatening allergies. District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions. The goal for these students is to diminish the risk of accidental exposure to their specific allergens.

GUIDELINES FOR USE OF EMERGENCY EPINEPHRINE AUTO INJECTORS/ MANAGEMENT OF UNDIAGNOSED ANAPHYLAXIS [EC§49414; SB 1266] Current law requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an unknown food, an insect sting or even (rare) after exercise. School nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Contact health services for more information.

CONCUSSION [EC§49470-49475] A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. Signs and symptoms of a concussion can show up immediately after the injury or may not appear or be noticed until days or weeks after the initial injury. In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. Signs and symptoms of concussion include: headache, nausea or vomiting, dizziness or balance difficulties, double or blurred vision, sensitivity to light and/or noise, feeling sluggish, hazy, foggy, or groggy, difficulty concentrating, confusion, memory difficulties, or not "feeling right." An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs: loss of consciousness (even briefly), appears dazed or confused, presents with difficulty with balance, memory, or has behavioral changes, has unequal pupil size, is drowsy or cannot be awakened, has a headache that gets worse, complains of weakness or numbness, is nauseous or vomiting, has slurred speech, or has seizures. Rest is key to recovering from a concussion or head injury. Avoid exercising or activities that involve a lot of concentration such as studying, playing video games, and working on the computer. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, weeks, or even months. Repeated concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to the brain and can be fatal. If you notice any signs and symptoms listed above following a blow, bump, or jolt during practice or a game, notify the coach immediately. When your child signs up to play a sport, school staff will provide a Sports Handbook. Please refer to the Sports Handbook for additional information on concussions.

SUDDEN CARDIAC ARREST INFORMATION Cardiac arrest caused by a cardiac arrhythmia will suddenly stop blood flow to the brain, causing the victim to lose consciousness. A few seconds after the heart stops pumping blood, the brain will stop telling the body to breathe. If someone is in cardiac arrest, 911 will be called and CPR begun. Please refer to the Sports Handbook for additional information.

TYPE 2 DIABETES INFORMATION [EC§49452.7] Type 2 diabetes is the most common form of diabetes in adults, and 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 US 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. But in type 2 diabetes, the body's cells resist the effects 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 ASSOCIATED WITH TYPE 2 DIABETES It is recommended that students displaying or experiencing the following risk factors and/or warning signs associated with an increased risk of type 2 diabetes be screened for the disease:

- The single greatest risk factor for type 2 diabetes in children is excess weight. In the US, almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Being inactive further reduces the body's ability to respond to insulin.
- Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- 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 ASSOCIATED WITH TYPE 2 DIABETES 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

TYPE 2 DIABETES PREVENTION METHODS AND TREATMENTS 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. Visit a doctor who can a) determine if a child is overweight based on the child's age, weight, and height; and b) request blood glucose tests to see if the child has diabetes or prediabetes.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

TYPES OF DIABETES SCREENING TESTS THAT ARE AVAILABLE

- Glycated hemoglobin (A1C): A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar: A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar: A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided here is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

SUN PROTECTION [EC§35183.5] When students are outdoors, they may wear sun protective clothing and may apply sunscreen and lip balm during the day without a doctor's note or prescription. Specific clothing and hats determined by the school/district to be inappropriate may be prohibited by the dress code policy. No school personnel are required to assist pupils in applying sunscreen.

MEDICAL AND HOSPITAL INSURANCE FOR STUDENTS [EC §§32221.5, 49472] Our district does not provide medical, accident, or dental insurance for pupils injured on school premises or through school activities, and the district assumes no liability for accidents to students at school. Information about a medical/dental accident insurance program offered by an outside agency is provided. The low-cost plan provides assistance to meet some of the expenses for accidental injury. Two levels of benefits are available. A detailed brochure/application is available at your child's school office. A no-cost, free prescription drug card is also available at your child's school office. School districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. However, this requirement is met by the offering of insurance or other health benefits that cover medical and hospital expenses. Information about no-cost or low-cost local, state, or federally-sponsored health insurance programs may be obtained by calling Healthy Families/Medi-Cal for Families at 888-747-1222.

DRUG, ALCOHOL, STEROID, AND TOBACCO PREVENTION PROGRAMS [EC§§49033, 60041; HSC§11032] The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs, alcohol, or any form of tobacco product on district premises or as a part of any of its activities is strictly prohibited, and violations will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law and district disciplinary action up to and including expulsion, being required to satisfactorily complete a drug abuse assistance, tobacco cessation program, or rehabilitation program selected by the district. The district's drug, alcohol, and tobacco education and prevention programs address the legal, social, and health consequences of drug, alcohol, and tobacco use and provide students with effective techniques to resist peer pressure to use illicit drugs, alcohol, or tobacco. Parents may contact the school for additional information. The district does not support or endorse specific programs or agencies, but provides the information to assist parents and students.

CONFIDENTIAL MEDICAL SERVICES [EC§46010.1] The state provides that school districts may excuse students in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses, but are not required to do so. If you have questions about this, contact your child's school.

PUPIL MENTAL HEALTH SERVICES A list of community mental health resources can be accessed under Parent Resources on the District website, eesd.net, or by contacting the district or school office.

MEALS AT SCHOOL



STUDENT LUNCH PROGRAM [EC§§49510 - 49520] All of our District schools operate a hot breakfast and lunch program, serving nutritious breakfast and lunch each school day. Your child may be eligible for free or reduced cost lunch. Eligibility information is vital to our district receiving its fair share of educational funding. Even if you decide to not participate in our meal program, your completed form means valuable dollars for education! Therefore, please be sure to list all children or dependents in the home, including those not enrolled in Enterprise Elementary School District, one application per family. Write your child's legal name as s/he is enrolled, and

list the name of the school or preschool that each child attends; write "N/A" to indicate an infant or toddler at home. If family income is below certain federal guidelines, your child may qualify for free or reduced-priced meals, and may qualify for other programs such as Medi-Cal, Healthy Kids, or CalFresh.

One of our goals is to make mealtime a positive experience for each child. Meals must be paid for in advance or at the time of purchase. When money for student meals is held on account, serving lines go smoothly and misunderstandings are minimized. Thankfully, most parents are great at making sure that sufficient money is on account for their child. There may be extenuating circumstances, of course, so parents, please call the school or send a note if payment may be delayed. Cafeteria personnel will offer a quiet and friendly verbal reminder to students in meal lines when the balance in his/her account is low. A reminder letter will be sent home.

All students will be served breakfast and lunch at no charge at Alta Mesa Elementary, Lassen View Elementary, PACE Academy, Rother Elementary, and Shasta Meadows Elementary under the Community Eligibility Provision.

PRICING LETTER TO HOUSEHOLDS FOR FREE AND REDUCED-PRICE MEALS—2020-2021 School Year

Generated by CA Dept. of Education
June 2012

Dear Parent or Guardian:

The Enterprise Elementary S/D takes part in the National School Lunch and/or school Breakfast Programs. Meals are served every school day at participating schools. Students may buy lunch for \$2.25 Grades 6-8 and \$2.00 K-5. Eligible students may receive meals free or at a reduced-price of \$.40 lunch and \$.25 breakfast. You or your children do not have to be a U.S. citizen to qualify for free or reduced-price meals.

TERMS—"Household" means a group of related or non-related individuals who are living as one economic unit and sharing living expenses. "Living expenses" include rent, clothes, food, doctor bills, utility bills, etc.

SOCIAL SECURITY NUMBER (SSN)—The Application must include the last four digits of the SSN of the adult who signs it. If the adult does not have a SSN, check the "I do not have a SSN box." If you have listed a CalFresh, CalWORKS, Kin-GAP, or FDPIR case number for the child, or if the Application is for a foster child, an SSN is not required of the adult signing the Application.

DIRECT CERTIFICATION—This school/agency participates Direct Certification. If your household currently receives benefits from one of the following programs: CalFresh (previously Food Stamps), California Work Opportunity and Responsibility to Kids (CalWORKS), Kinship Guardianship Assistance Payments (Kin-GAP), or Food Distribution Program on Indian Reservations (FDPIR), DO NOT complete a meal Application. School officials will notify you of your children's eligibility for free meals. If you are not contacted by August 18 but think your children are eligible for free meals, please contact the school. You may need to complete an Application.

MIXED HOUSEHOLDS WITH DIRECTLY CERTIFIED, FOSTER, OR/AND NON DIRECTLY CERTIFIED CHILDREN—To apply complete the Application for Free and Reduced-Price Meals, sign it, and return it to the school. Households must complete an Application when EACH child who does not have a case number or/and is not a foster child.

FDPIR BENEFITS—Households participating in the FDPIR are categorically eligible for free meals/milk. The FDPIR is authorized by Section 4(b) of the Food Stamp Act of 1977. Under this section, eligible households may elect to participate in either the CalFresh Program or the FDPIR. Since households are afforded the option to participate in either program, FDPIR households have been determined to receive the same categorical benefits as CalFresh households.

FOSTER CARE CHILDREN or CHILDREN PLACED IN OUT-OF-HOME CARE—Who are the legal responsibility of a welfare agency or court. Foster children are categorically eligible for free meals without further Application, but the eligibility is not extended to other non-foster children in the household. Households with foster/non-foster children are encouraged to complete an Application, since foster children may be counted as a household member, which may help the foster family's non-foster children qualify for free or reduced-price meals based on the household size and income. If you choose to add both your foster/non-foster children on the Application, you will need to report the foster/non-foster's income (personal income provided to the child or earned by the child), if any, and the foster parent signs the Application and provides the last four digits of their SSN.

INCOME HOUSEHOLDS—To apply, Complete the Application for Free and Reduced-Price Meals. Follow the instructions on the Application and see the Income to report chart on the right, sign it, and return it to the school.

MILITARY HOUSING INCOME—If you are in the Military Housing Privatization Initiative or get combat pay, DO NOT include these allowances as income. You do report any military benefits received in cash, such as housing allowances (off-base or general commercial/private real estate market), food, clothing, and deployed service member's income made available by them or on their behalf to the household.

HOMELESS, RUNAWAY, & MIGRANT—Contact the school for details.

MEALS FOR DISABLED—If you believe your child needs a food substitute or texture modification because of a disability, please contact the school. A child with a disability is entitled to a special meal at no extra charge if the disability prevents the child from eating the regular meal.

WIC PARTICIPANTS—If you currently receive benefits under the Special Supplemental Nutrition Program for Women, Infants, and Children (known as WIC), your child may be eligible for free/reduced-price meals. We encourage you to complete an Application and return for processing.

APPLYING FOR BENEFITS—You may apply for meal benefits at any time during the school year. If you are not eligible now, but your income decreases during the school year, you lose your job, your family size becomes larger, or you become eligible for CalFresh, CalWORKS, Kin-GAP, or FDPIR benefits, you may submit an Application at that time.

A COMPLETE HOUSEHOLD APPLICATION—The Application cannot be approved unless it contains complete eligibility information. If you do not enter a CalFresh, CalWORKS, Kin-GAP, or FDPIR case number for each student (or an adult household member) listed on the Application, you must complete the following:

Note: You must complete an Application with all household members and their income listed, for a child who is living with relatives or friends, whether or not the child is a ward of the court.

Section A: The names of all children in your household, name of school or write "none" if not in school, their earned income with frequency, or mark the "I do not have a SSN box." The Children's Racial and Ethnic Identities, is voluntary to answer.

Section B: The names of all adults in the household, the amount of income, the source and frequency of income, or mark the "I do not have a SSN box" for each person listed.

Section C: Enter contact information, mailing address, and the last four digits of the SSN of the adult household member signing the Application, or mark the "I do not have a SSN box" if the adult does not have a SSN.

VERIFICATION—School officials may check the information on the Application at any time during the school year. You may be asked to send information to validate your income, or current eligibility for CalFresh, CalWORKS, Kin-GAP, or FDPIR benefits. For a foster child, you will need to provide written documentation that verifies the foster child is the legal responsibility of an agency/court or provide the name and contact information for a person at the agency/court who can verify that the child is a foster child.

INFORMATION STATEMENT—The Richard B. Russell National School Lunch Act requires the information on this Application. You do not have to provide the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the SSN of the adult household member who signs the Application. The last four digits of the SSN is not required when you apply on behalf of a foster child or when you list a CalFresh, CalWORKS, Kin-GAP, or FDPIR case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the Application does not have a SSN. Your family size, household income, and the last four digits of your SSN will remain confidential and will not be shared. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs.

OVERT IDENTIFICATION—Children who receive free or reduced-price meals must be treated in the same manner as children who pay full price for meals, and not overtly identified.

FAIR HEARING—If you do not agree with the school's decision regarding your Application's eligibility determination or the result of verification, you may discuss it with the school. You also have the right to a fair hearing. A fair hearing may be requested by calling or writing the following school official: Dr. Brian Winstead, Superintendent, C/O Enterprise Elementary S/D, 1155 Mistletote Lane, Redding, CA 96002

INCOME FOR THE SELF-EMPLOYED—Self-employed persons may use last year's income as a basis to project their current year's NET income, unless your current net income provides a more accurate measure. The income to be reported is income derived from the business venture less operating

costs incurred in the generation of that income. Deductions for personal expenses such as medical expenses and other non-business deductions are not allowed in reducing gross business income.

CALCULATING INCOME—List all adult household members, whether or not they receive income. For each household member with income: write the amount of current income, enter the source of current income received, such as from wages, pensions, retirement, welfare, child support, and so on, for each category, and how often received (frequency). Gross Earnings from work is the amount earned before taxes and other deductions. If any current amount received was more or less than usual, write the usual or projected income. Households receiving different income intervals must annualize their income by calculating weekly x 52; every two weeks x 26; twice a month x 24; and monthly by 12.

INCOME TO REPORT	
Earnings from work before deductions; include all jobs	Gross Wages/salaries/tips, strike benefits, unemployment compensation, workers' compensation, and net income from self-owned business or farm
Pensions Retirement Social Security	Pensions, supplemental security income, retirement payments, Social Security Income (SSI) (including SSI a child receives)
Welfare, Child Support, Alimony	Public assistance payments, welfare payments, alimony, and child support payments
List Other Income	Disability benefits; cash withdrawn from savings; interest and dividends; income from estates, trusts, and investments; regular contributions from persons not living in the household; net royalties and annuities; net rental income; any temporary income

Income Eligibility Guidelines (IEG)					
July 1, 2020-June 30, 2021					
Use the income chart below to see if you qualify for the free or reduced-price meal program					
Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$23666	\$1968	\$984	\$908	\$454
2	\$31894	\$2658	\$1329	\$1227	\$614
3	\$40122	\$3349	\$1675	\$1546	\$773
4	\$48470	\$4040	\$2020	\$1865	\$933
5	\$56758	\$4730	\$2365	\$2183	\$1092
6	\$65046	\$5421	\$2711	\$2502	\$1251
7	\$73334	\$6112	\$3056	\$2821	\$1411
8	\$81622	\$6802	\$3401	\$3140	\$1570
For each additional household member add	\$8208	\$691	\$346	\$319	\$160

NON-DISCRIMINATION STATEMENT—This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, DC 20250-9410 or call 866-632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339, or 800-945-6136 (Spanish)."

Do you Need Assistance completing the Application or have questions? Please contact, Cindy Ksiasek, SNS, 535-224-4100, EXT 8207

You will be notified by the school when your Application has been approved or denied for free or reduced-price meals. Sincerely,

Cindy Ksiasek, SNS
Food Services Department
Enterprise Elem S/D



BEHAVIOR EXPECTATIONS AND CONSEQUENCES

BEHAVIOR EXPECTATIONS [EC§44807, 5 CCR§300] Pupils are accountable for their conduct on the way to and from school, and on the playground. Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language. For detailed school rules, please see your child's school handbook. A consistent method of responding to serious incidents has been developed with the understanding of the varying maturity level of different age groups. Following is a representative sample of expected disciplinary actions for violations of behavior expectations.

- Parent contact
- Behavior contract
- Student Attendance/Behavior Review Board (SARB)
- Student study team meeting
- Restricted play area
- Detention/time out
- Saturday School
- Suspension or expulsion
- Other as deemed appropriate

PARENT RESPONSIBILITY [EC§§48900.1, 48904; CC1714.1; GC53069.5] Parents are liable for damages caused by the willful misconduct of their child/ren that result in death or injury to other students, school personnel, or damage to school property as well as for any school property loaned to the student and willfully not returned. A parent's liability may be as much as \$10,000 in damages and an additional \$10,000 for payment of a reward, if any. The school district may withhold grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

VIDEO MONITORING Video monitoring may occur on district property and in accordance with district regulations on video surveillance practices. Board Policies provide additional information on this topic. Contact the school office if you have questions.

RELEASE OF STUDENT TO PEACE OFFICER [EC§48906; PC§11165.6] A school official will promptly notify you or a responsible relative of your child if your child is released from school to a peace officer. However, if a student is taken into custody as a victim of suspected child abuse, the peace officer will notify the parent or guardian.

SAFE PLACE TO LEARN ACT [EC§234.1] The district is committed to maintaining a learning and working environment that is free from bullying. The District has a Board policy on the subject of bullying, and any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. To report incidences of bullying please contact the school or the district office.

STUDENT SEARCH [US Sup. Court Case: New Jersey v. TLO (1985) 469 US 325] A student, and his/her locker, backpack, or purse may be searched by the school principal or designee if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

PERSONAL PROPERTY CODE THESE are NOT allowed on campus before school, during school, after school, or at any school activity:

- Lighters
- Cigarettes
- Matches
- In-line skates
- Skateboards
- Scooters
- Laser Lights
- Weapons
- Aerosol cans
- Chains of any kind/size
- Electronic games
- Vape Pens
- Gambling games or devices (cards, dice, etc.)
- Obscene or profane material
- Sunglasses (may be worn only outdoors)

We strongly advise that music devices (iPods) should be left at home due to possible theft. (See section CELLPHONES, ELECTRONIC DEVICES... that follows.)

FIRST OFFENSE: Item will be confiscated and turned in to school administration or law enforcement. Items held by administration will be released only to parents. The school and district are not responsible for lost/damaged confiscated items.

REPEAT OFFENSES: Students who continue to violate this policy will be called into the office for disciplinary actions (detention, in school or home suspension depending upon the seriousness of the offense).

CELL PHONES, ELECTRONIC DEVICES [EC§48901.5] Electronic communication devices will be allowed at school. However, neither the school nor the district is responsible for devices brought to school and will not be liable for damaged, destroyed, or lost devices. They must be turned off and in the student's backpack as soon as student arrives on campus and must remain there until school is dismissed. This includes during lunch and passing periods. Students may not have electronic devices in their pocket at any time during the school day. Students may use cell phones and other electronic devices after school is dismissed. If student has an electronic device on campus, the content must ALWAYS be appropriate (text messages, pictures, music, and ringtones). If a student needs to make an emergency call during the school day, s/he should go to the office. If a parent needs to reach a student, s/he may call the school office.

ELECTRONIC DEVICE VIOLATION

1st VIOLATION: Electronic device will be brought to the school office by the Teacher or Administrator. Students may retrieve it from the office at the end of the school day.

2nd VIOLATION: Electronic device will be brought to the office. Parents will be notified and parent will need to pick up the device from the office. There may be further consequences at the Principal's discretion.

3rd VIOLATION: Electronic device will be brought to the office. Parents will be notified and will need to pick up the device in the office. The student will not be allowed to bring the device back to school for the remainder of the year and is subject to further disciplinary action at the discretion of the principal/designee.

DRESS CODE [EC§35183] 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 which would interfere with the educational process.

All students shall abide by the following dress code:

- Clothing shall cover undergarments and torso at all times and may not have holes or rips above the mid-thigh.
- Garments may not be tight or revealing.
- Dresses and skirts shall be at least mid-thigh in length.
- Shorts must have a minimum 3" inseam.
- Pajamas are allowed only on designated spirit days or special events planned by school administration.
- Safe footwear must be worn at all times and allow for participation in PE. Flip flops, sandals without a back strap, and skate shoes are not permitted.
- Hats may be worn outdoors for sun protection or warmth.
- For safety reasons, dangling, sharp, or heavy jewelry or accessories are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are obscene or profane, advocate illegal, sexual, or violent behavior, alcohol, tobacco, or other drugs, violence, racism, gang-related, or make sexual innuendos will be allowed.
- Face painting, hair coloring, or body piercing that cause a disruption or safety concern are not allowed. Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are being violated and ultimately a distraction or potential distraction to the learning environment at school. Physical education teachers may require students to dress for gym class.

VANDALISM [PC§594] Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment, and the requirement to clean up the damage or perform community service. Parents may be liable to pay fines as high as \$50,000 and be required to participate in the clean-up.

STUDENT SEXUAL HARASSMENT SEXUAL harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities and retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process, is prohibited.

SEXUAL HARASSMENT RECORD-KEEPING [5 CCR§§4917, 4964, EC§§231.5, 48980(g)] Complaints and allegations of sexual harassment will be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. A confidential record of all reported cases of sexual harassment will be kept to allow the district to monitor, address, and prevent repetitive harassing behavior in its schools.

SUSPENSION/EXPULSION [EC§§48900-48915] A student may be suspended from school for no more than five (5) consecutive school days, except when pending expulsion. School employees will attempt to contact the student's parent in person or by telephone in addition to written notification. A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed any of the following listed acts.

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) “Electronic act” means the creation and transmission originated on or off campus by means of an electronic device, including but not limited to a telephone, a wireless telephone or other wireless communication device, computer, or pager, of a message, text, sound, or image, a post of a social network website, posting to or creating a burn page, creating a credible impersonation of another actual pupil..
 - (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds;
 - (2) While going to or coming from school;
 - (3) During the lunch period whether on or off the campus;
 - (4) During, or while going to or coming from, a school-sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7 (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

If a teacher suspends a student, the child's parent may be required to attend a portion of the school day in his/her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

MANDATORY SUSPENSION/EXPULSION Students who commit acts listed in EC§48915 shall be recommended for expulsion.



OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents of enrolled students are encouraged to be active in the educational process on behalf of their children.

PARENT INPUT [20 USC 6312, 20 USC 6318, 20 USC 6316§1116] The District welcomes and encourages parents/guardians to assist in the development, activities, and procedures of Title I programs. Parents are invited to participate in the joint development of the district's Title I plan and the process of school review and improvement. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance will be provided. In conjunction with parents, the Superintendent/designee provides opportunities for strong parent involvement; Involves parents/guardians in the activities of schools; Coordinates and integrates Title I parent involvement strategies with the parent involvement strategies of other programs 20 USC 6318; With parent/guardian involvement, annually evaluates the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:

- a. Identifies obstacles to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- b. Uses evaluation findings to design strategies for more effective parent involvement.
- c. Revises the district and school parent involvement policies, if necessary. Available on the District webpage (www.eesd.net), our Board Policies provide more information on this topic. Contact your school office if you have questions.

POLICY DEVELOPMENT Parents are encouraged to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board has adopted jointly created board policies that outline how parents, school staff, and students share the responsibility for intellectual, physical, emotional, as well as social development, and the well-being of the students. All current Enterprise Elementary School District board policies are available on-line at www.eesd.net or at the district office during regular business hours.

COUNCILS AND COMMITTEES [EC§54444] Parents are encouraged to participate in parent advisory committees, school-site council, booster clubs, and site-based leadership teams in accordance with established rules and regulations for membership.

VOLUNTEERING Parents have the right to and are encouraged to volunteer time and/or resources in order to improve school facilities or programs. Please contact the school for more information or to arrange to volunteer.

CLASSROOM VISITS Parents may visit the classroom in which their child is enrolled or to select a school in which to enroll their child. The date and time for the visitation must be pre-arranged by contacting the school office.

TEACHER CONFERENCES Parents may request a conference with their child's teacher(s) or the principal by contacting the school to schedule a date and time convenient to all participants.



8th Grade Graduation Policy

DIPLOMA REQUIREMENTS Students must pass all classes between the 2nd trimester of 6th grade and the end of 8th grade OR maintain a 2.0 GPA in 8th grade with no more than one fail between 2nd trimester of 6th grade and the end of 8th grade.

ATTENDANCE REQUIREMENTS Student must attend school 90% (18 days absent) of the school year. Students with serious medical conditions may have the criteria waived with a doctor's verification. This is not an automatic waiver.

GRADUATION CEREMONY Participating students must:

1. Satisfy all diploma requirements listed above.
2. Attend school a minimum of 90% of the time.
3. Pay all school fines and fees and turn in all books, uniforms, and school property.
4. The following conduct during 8th grade year will result in the removal of a student from the graduation ceremony:
 - a. Suspension for possession of weapons, drugs, alcohol, or tobacco (including vape pens) on campus.
 - b. Three combined suspensions of any kind.

NOTE: Police involvement in any school incident may also result in immediate removal from the ceremony.

GRADUATION TRIP AND CELEBRATION/DANCE Participation in 8th grade graduation-related activities include the above and are at the discretion of administration.

GRAD REMEDIATION Students not meeting diploma requirements will have the opportunity to participate in a Grad Remediation Plan. This allows students to make up any failed courses in language arts, math, history, and/or science. Students must complete the class in accordance with guidelines provided by administration.



SCHOOL RECORDS AND STUDENT ACHIEVEMENT

PUPIL RECORDS [EC§§49063, 49073, 34 CFR 99.30, 34 CFR 99.34, FERPA, 20 USC §1232(g)] Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Parents have full access to all personally identifiable written records maintained by the school district, and may review records by making a request to the principal. The principal will provide explanation and interpretations if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents may receive a copy of any information in the records at reasonable cost per page within 5 business days of the request. District policies and procedures relating to: location of, and types of, records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records. If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education.

RELEASE OF PUPIL DIRECTORY INFORMATION [EC§49073, 20 USC§1232] The district makes student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. Height and weight of athletes may be made available. Directory information does not include citizenship status, immigration status, place of birth, or national origin. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers, or the news media). You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument. Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. Requests must be submitted within 30 calendar days of the receipt of this notification. Written consent of the parent must be obtained before directory information pertaining to a homeless student may be released. A student's citizenship, place of birth, or national origin will not be released without parental consent or a court order.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER [EC§§49076, 49077] Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT [EC§§49076, 49064] Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

INFORMATION REGARDING INDIVIDUAL STUDENT REPORTS ON STATEWIDE ASSESSMENTS Upon request, parents have a right to information on the level of achievement of their student on every state academic assessment administered to the student.



TRANSPORTATION AND SCHOOL BUS SAFETY

BUS TRANSPORTATION While transportation to/from sports or other after school activities is the responsibility of the parent, the district provides bus transportation to and from school for eligible students. Eligibility is based on Board Policy as follows: Students in grades K-3 must reside more than 3/4 mile from school; 4th-5th grade students must reside more than 1 mile from school; and students in grades 6-8 must reside more than 1.5 miles from school in order to be eligible.

A list of bus stops is available for review at each school site. Our stops are approved for safe boarding and drop off for our students. When arriving at the bus stop, park on the same side of the street as the bus stop location, eliminating the danger to children crossing the street. Make sure students are at the bus stop at least 5 minutes before scheduled pickup times. Transporting kindergarten students requires special attention and care, so we take precautions to help ensure safe arrival and drop off. If no parent is at the bus stop at the drop off time, your kindergarten student will be returned to the school. Please accompany young children to the bus stop and meet them upon their return. Children who walk to the bus stop are to use sidewalks or the shoulder of the road. Do not allow your children to play/damage other people's property. Children are to wait for the bus in a safe place, well off the roadway, in a single file line, until the bus is stopped and the bus driver has opened the door. Children are to enter the bus in an orderly manner, no pushing or shoving, quickly find a seat, and remain seated while the bus is in motion. Students should be reminded to check-in at home after they exit the school bus.

The primary responsibility of the driver is to operate the bus in a safe manner, so each student must assume responsibility for his/her conduct while on the bus. Parents are liable for all misbehavior of their children at the neighborhood bus stop. Students at the bus stop or on the bus are subject to the discipline policies of the school for their behavior.

PLEASE REVIEW THESE BUS RULES WITH YOUR CHILD.

Pupils must be seated, may not change seats while riding a bus, and must appropriately wear a seatbelt if the bus is so equipped.

1. Fighting, pushing, throwing objects, or other unruly conduct will not be allowed.
2. All parts of the body are to be kept inside the bus.
3. Pets, glass, or other dangerous objects, which in the judgment of the bus driver pose a danger, may not be transported on the bus.
4. No eating or drinking on the bus is allowed during daily runs between home and school.
5. No loud or distracting radios or other electronic devices will be allowed on the bus.
6. All student projects, crafts, and other personal property ("show and tell" objects, toys, etc.) shall be safely secured in backpacks, and shall not be played with during transportation.
7. Students who do not normally ride the bus will not be permitted to ride, even with parent/guardian request, unless there is sufficient seating capacity for the regular riders.
8. Students will not be allowed to get off the bus at a stop other than their own without a written request from his/her parent/ guardian. Neither bus drivers nor parents may alter the designated school bus stops. ALL written requests must be submitted to the school office who will then convey the information to the Transportation Department. Drivers will not accept requests.
9. Most students are courteous and thoughtful bus riders. The following procedures will be instituted for inappropriate behavior:
 - a. **VERBAL WARNING:** The bus driver will inform the student that this is an official warning.
 - **1ST BUS CONDUCT REPORT:** Initial warning of improper behavior. Student may be denied bus privileges.
 - **2ND BUS CONDUCT REPORT:** Student will be denied bus privileges for a minimum of one school day.
 - **3RD BUS CONDUCT REPORT:** Student will be denied bus privileges for a minimum of five school days and a conference with the parent/s/guardian/s, student, principal or designee, and transportation staff member is required.
 - b. **4TH BUS CONDUCT REPORT:** Student will be denied bus privileges for a minimum of ten school days, up to a maximum of the remainder of the school year.



RIGHTS, COMPLAINTS AND DUE PROCESS PROTECTIONS

[EC§§200, 220, 234, 260 *et seq.*, 56501; PC 422.55; Title IX; 20 USC 1681-1688, 42 USC 20000d-20000d7; 34 CFR 106.9, Title VI of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act (IDEA); GC 1135; 5 CCR 4610, 4622] The District is committed to equal opportunity for all individuals in education and employment and does not discriminate on the basis of race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnic background, immigration status, age, religion (including all aspects of religious belief, observance, and practice, and includes agnosticism and atheism), marital or parental or family status, physical or mental disability, sex, sexual orientation (includes heterosexuality, homosexuality, and bisexuality), gender, gender identity or expression, gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth, or genetic information. Discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics is prohibited. The district is primarily responsible for complying with state and federal laws and regulations and has procedures in place to address allegations of unlawful discrimination and complaints alleging violation of laws governing educational programs. Employees, students, parents or guardians, advisory committees, and other interested parties may file a complaint if they so desire. Privacy and confidentiality are respected in all complaint investigations. The District's Title IX Coordinator is the Assistant Superintendent of Instructional Services.

DISTRICT'S UNIFORM COMPLAINT PROCESS [5 CCR§4622] THE District is primarily responsible for compliance with federal and state laws and regulations. Complaints alleging discrimination must be filed within six months of the occurrence or when facts became known. Complaints regarding a special needs student must be filed within 12 months of the occurrence. The Uniform Complaint Procedure can be used in cases of (1) discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion, color, or mental or physical disability; (2) violations of the laws and regulations governing consolidated categorical aid programs, Migrant Education, Child Development, Special Education, Nutrition services, school safety planning, deficiencies related to preschool health and safety issues for California state preschool programs, and Local Control Accountability Plans; (3) the imposition of pupil fees for participation in educational activities; (4) noncompliance with laws pertaining to homeless students, students in foster care, former juvenile court school students, and students living in active duty military households; and (5) failure to comply with physical education instructional minute requirements. Every school office as well as the District Office can provide you with a free copy of the district's uniform complaint procedures. The Board designates the Superintendent to receive and investigate complaints and ensure district compliance with the law. Complaints should be submitted in writing to: Superintendent, Enterprise Elementary School District, 1155 Mistletoe Lane, Redding, California 96002, Telephone: (530) 224-4100. The Superintendent or designee shall be considered the representative of the District responsible to receive and coordinate responses to complaints and related correspondence regarding this policy. If you are unable to put a complaint in writing, District staff will assist you in the filing of your complaint. Within 3 days of receiving a complaint, the Superintendent or designee will acknowledge receipt and discuss with you the possibility of mediation. Each complaint will be investigated by the appropriate site or District Office. An opportunity will be provided for complainants and/or representatives to present relevant information. The investigation may include an opportunity for the people involved to meet and discuss the dispute. Documents that may provide information relevant to the alleged violation may be reviewed. The District's decision will be rendered in a written report which will be sent to the complainant within 60

calendar days of receipt of the complaint, unless the complainant, in writing, agrees to an extension of the timelines. The report will contain: Findings and disposition of the complaint; Corrective actions, if any; Rationale for the findings, along with any supporting documentation. In addition, a complainant may appeal the District's decision to the California Department of Education by filing a written appeal with the State Superintendent within fifteen days after receiving the District decision. Extensions for filing appeals may be granted in writing for good cause. The appeal must 1) Specify the reason(s) for appealing the decision; and 2) Include a copy of the original complaint and a copy of the District's decision.

In a discrimination complaint, you have the right to seek civil law remedies no sooner than sixty days elapsed since filing an appeal with CDE. The moratorium does not apply to injunctive relief. A complainant may pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) NONCOMPLIANCE [EC§52075] School districts, charter schools and county offices of education are required to adopt and annually update their LCAPs. LCAP non-compliance complaints may be filed under the Uniform Complaint Procedures and may be filed anonymously. If a complainant is not satisfied with the district's decision, the complainant may appeal to the California Department of Education and receive a written decision within 60 days.

UNIFORM COMPLAINTS - GRADUATION AND COURSEWORK REQUIREMENTS FOR FOSTER YOUTH, HOMELESS, FORMER JUVENILE COURT, AND STUDENTS LIVING IN ACTIVE DUTY MILITARY HOUSEHOLDS, FOR MIGRATORY AND NEWLY ARRIVED IMMIGRANT STUDENTS PARTICIPATING IN A "NEWCOMER PROGRAM" [EC §§48853, 49069.5, 51225.1, 51225.2] The district's uniform complaint procedures cover complaints pertaining to the education of homeless students and students in foster care, including, but not limited to failure to:

- a) Allow a foster child to remain in his/her school of origin while resolution of a school placement dispute is pending;
- b) Place a foster child in the least restrictive educational programs and provide access to academic resources and services, and extracurricular and enrichment activities available to all students and make educational and school placement decisions based on the best interests of the child;
- c) Provide educational services for foster children living in emergency shelters;
- d) Designate a staff person as the educational liaison for foster children. The educational liaison must ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children, and assist foster children when transferring from one school or district to another by ensuring the proper transfer of credits, records and grades;
- e) Compile and transfer the complete educational record, including full or partial credits earned and the current classes and grades, of a transferring foster child to the next educational placement;
- f) Ensure the proper and timely transfer between schools of students in foster care;
- g) Within two business days of receipt of a transfer request or notification of enrollment from the new local educational agency, transfer the student and deliver the student's complete educational information and records to the next educational placement;
- h) Ensure that no lowering of grades will occur as a result of a foster student's absence due to a change in placement by a court or placing agency, or due to a verified court appearance or related court activity;
- i) Within 30 days of transferring, after the completion of the second year of high school, students must be notified that s/he may be exempt from local graduation requirements and that this exemption continues after the court's jurisdiction over a foster child ends, when a homeless student is no longer homeless, when a student is no longer under the jurisdiction of a juvenile court, or when the student no longer lives in the household of an active duty service member; (Ed. Code § 51225.1(d));
- j) Accept coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, even if the student did not complete the entire course; and must issue full or partial credit for the coursework completed. For students living in active duty military households, "public schools" include schools operated by the United States Department of Defense. (Ed. Code § 51225.2(b));
- k) Students may not be required to retake a course satisfactorily completed elsewhere. If the student did not complete the entire course, the school district or county office of education may not require that the student retake the portion already completed, unless the school district or county office of education, in consultation with the holder of the student's educational rights, finds that the student is reasonably able to complete the

requirements in time to graduate from high school. When partial credit is awarded in a particular course, the student must be enrolled in the same or equivalent course in order to continue and complete the entire course (Ed. Code § 51225.2(b) and (d));

- l) Students may not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California (Ed. Code § 51225.2(e));
- m) Exempt students transferring between schools at any time after the completion of his/her second year of high school from all coursework and other requirements adopted by the district's governing board that are in addition to the statewide coursework requirements for graduation found in Education Code section 51225.3, unless the district makes a finding that the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school (Ed. Code § 51225.1(a));
- n) For students deemed reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district must do all of the following: (a) inform the student of his/her option to remain in school for a fifth year to complete the school district's graduation requirements; (b) inform the student, and the person holding the right to make educational decisions for the student, about how remaining in school for a fifth year to complete the school district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; (c) provide information to the student about transfer opportunities available through the California Community Colleges; and (d) upon agreement with an adult student or with a minor student's educational rights holder, permit the student to stay in school for a fifth year to complete the school district's graduation requirements (Ed. Code § 51225.1(b)(1)-(4));
- o) Within 30 calendar days of the school transfer, the school district must notify a student who may qualify for the exemption from local graduation requirements, his or her parent/guardian, the person holding the right to make educational decisions for the student, the foster youth's social worker, a former juvenile court student's probation officer, and, in the case of homeless students, the school district's liaison for homeless students, of the availability of the exemption from local graduation requirements and whether the student qualifies for the exemption (Ed. Code § 51225.1(d)(1) - (4)) If the school district fails to provide timely notice of these rights, the student will be eligible for the local graduation requirements exemption even after the student is no longer: (1) homeless, (2) in foster care, (3) under the juvenile court's jurisdiction, or (4) living in the household of an active duty military service member, if the student otherwise qualifies for the exemption. (Ed. Code § 51225.1(d).);
- p) Students exempted from local graduation requirements who complete statewide coursework requirements before the end of their fourth year of high school may not be required or asked to graduate before the end of their fourth year of high school, if otherwise entitled to remain in attendance. (Ed. Code § 51225.1(e).);
- q) If a student is exempted from local graduation requirements, the school district must notify the student and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and must provide information about transfer opportunities available through the California Community Colleges (Ed. Code § 51225.1(f));
- r) Students eligible for the exemption from local graduation requirements and who would otherwise be entitled to remain at the school, shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements (Ed. Code § 51225.1(g));
- s) If a student is not exempted from local graduation requirements or has previously declined the exemption, the school district must exempt the student at any time if he/she requests and qualifies for the exemption (Ed. Code § 51225.1(h));
- t) Once exempted from local graduation requirements, the school district shall not revoke the exemption (Ed. Code § 51225.1(i));
- u) If a student in foster care is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while he/she is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(1));
- v) If a homeless student is exempted from local graduation requirements, the exemption must continue to apply after the student is no longer homeless while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(2));
- w) If a former juvenile court school student is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1 (j)(3));

- x) For students living in active duty military households, the exemption will continue to apply after: (1) a student transfers to another school or school district, or (2) a student no longer meets the “child of military family” definition. (Ed. Code § 51225.1 (j)(4).);
- y) A school district may not require or request that students transfer schools in order to be exempted from local graduation requirements (Ed. Code § 51225.1 (k)); and
- z) Transfer requests may not be made on a student’s behalf solely to qualify the student for an exemption under this section. (Ed. Code § 51225.1 (l).)

Complaints of non-compliance may be filed under the local educational agency's Uniform Complaint Procedures. A complainant not satisfied with the local education agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE’s receipt of the appeal. (Ed. Code §§51225.1(m) and 51225.2(f).)

JUVENILE COURT STUDENTS – GRADUATION REQUIREMENTS AND CONTINUING EDUCATION OPTIONS [EC 48645.7] In addition to being exempt from local graduation requirements and the right to receive credit for coursework completed while in juvenile court schools, Assembly Bill 1124 provides more extensive graduation and continuing education options for juvenile court students who have qualified for a diploma. Education Code section 48645.7 requires that county offices of education notify juvenile court students who have qualified for a diploma, their educational rights holders, and their social workers or probation officers of the following:

- (1) The student’s right to a diploma without having to complete coursework or other requirements that are in addition to statewide graduation requirements (Ed. Code §§ 48645.7(a)(1)(A) and 48645.5(d));
- (2) How taking coursework and other requirements adopted by the governing board of the county office of education, or continuing education upon release from the juvenile detention facility will affect the student’s ability to gain admission to a postsecondary educational institution (Ed. Code § 48645.7(a)(1)(B));
- (3) Information about transfer opportunities available through the California Community Colleges (Ed. Code § 48645.7(a)(1)(C));
- (4) The student’s or, if a minor, the education rights holder’s option to allow the pupil to defer or decline the diploma in order to take additional coursework if the county office of education makes a finding that the student could benefit from the additional coursework and graduation requirements adopted by the county office of education. (Ed. Code § 48645.7(b).); When deciding whether to decline the diploma, the county office of education must advise the student, or if a minor, his/her educational rights holder, whether the student is likely to do all the following upon his/her release from a juvenile detention facility:
 - a. Enroll in a school operated by a local educational agency or charter school;
 - b. Benefit from continued instruction; and
 - c. Graduate from high school. (Ed. Code § 48645.7(c).)

Complaints of non-compliance with juvenile court students’ graduation and continuing education rights may be filed with the local educational agency under its Uniform Complaint Procedures. A complainant not satisfied with the local educational agency’s decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE’s receipt of the appeal. (Ed. Code § 48645.7(e).)

PREGNANT AND PARENTING STUDENT RIGHTS The Rights and options available to pregnant and parenting students. (Ed. Code § 222.5 and 221.51). Local educational agencies (including school districts and charter schools):

- a. Shall not apply any rule concerning a student’s actual or potential parental, family, or marital status that treats students differently on the basis of sex.
- b. Shall not exclude nor deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.
- c. May require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.
- d. Pregnant or parenting students shall not be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education

programs shall be given educational programs, activities, and course equal to those they would have been in if participating in the regular education program.

- e. Shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

(Ed. Code § 46015)

- a(1) pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 of years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise the right. Failure to notify the school shall not reduce these rights.
- (2) A pregnant or parenting student who does not wish to take all or part of the parental leave to which s/he is entitled shall not be required to do so.
- (3) A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.
- (4) When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program.
- (5) During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements.
- (6) A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave.
- (7) Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.
- (8) Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when It is necessary in order for the student to be able to complete state and nay local graduation requirement, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
- (9) A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency.
- (10) A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
- (11) A student shall not incur an academic penalty as a result of his or her use of accommodations.
- (b) A complaint of noncompliance with these requirements may be filed with the district under its Uniform Complaint Procedures.

UNIFORM COMPLAINTS - ELEMENTARY SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL MINUTES
[EC§§51210, 51223] Students in an elementary school maintaining grades 1-8 are required to receive a minimum of 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding the failure to comply with these physical education instructional minute requirements may be filed under the Uniform Complaint Procedures. Complainants not satisfied with the district's decision may

appeal to the California Department of Education (CDE) and receive a written decision from the CDE within 60 days.

WILLIAMS COMPLAINT PROCEDURE [EC§§35186, 37254, 48985, 52378] Deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to students or staff, and teacher vacancies or misassignments, fall under the Williams Act. Parents should use the aforementioned Uniform Complaint Procedure, with the following modifications, to file a complaint. Forms are available, free of charge, at the school office, but you need not use the form to make a complaint. Forms should be turned into the principal or designee who will make every reasonable attempt to investigate. Complaints beyond the site authority will be forwarded to the district within 10 days. Complaints may be filed anonymously. If the complainant identifies him/herself, a response may be requested and will be sent to the mailing address on complaint. If the district is required to provide material in a foreign language, based on California Department of Education census data, and if requested, the response and report will be written in English and the language in which the complaint was filed. The form has a checkbox to request a response and indicates where to file the form. It should take no longer than 30 days to remedy a valid complaint. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe. If you are not satisfied with the resolution, you may describe the complaint to the Governing Board at a regularly scheduled meeting. Quarterly, the district reports the number of resolved and unresolved complaints and summarizes data regarding complaints and resolutions to the county superintendent and the local Governing Board in public session making it part of the public records.



MISCELLANEOUS

MANAGEMENT PLAN FOR ASBESTOS-CONTAINING MATERIAL The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office.

PESTICIDE USE Only fully certified pesticides can be used on school grounds. Pesticides used at our schools may include the following (active ingredient follows in parenthesis): Masterline (*bifenthrin*), Permethrin (*permethrin*), Roundup®, and Termidor (*fipronil*). To receive notification of pesticide applications at a particular school or facility, provide a written request to the school office.

PHOTOGRAPHS Photographs of students may be published, together with their names, except when their parent/guardian has notified the Office of the Superintendent, in writing, to not release the student's photograph. Such requests must be renewed annually within 20 days of enrollment. Photographs of groups of students, such as at a school event, *ie.*, pep rallies, school wide activities, etc., may be published provided that students' names are not included for those whose parents/guardians have presented the aforementioned request to the Office of the Superintendent.

STUDENT WORK DISPLAYED ON WEBSITE Student work (their artwork, etc.) may be published on district or school web sites unless the parent submits a letter in writing to the Office of the Superintendent requesting otherwise. Such requests must be renewed annually, within 20 days of enrollment.

FINGERPRINTING PROGRAM [EC§32390] Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. This district has not adopted such a program.

DISSECTION OF ANIMALS [EC§32255] If a pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project for the purpose of providing the pupil an avenue for obtaining the knowledge, information, or experience required by the course of study in question. The alternative project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project, nor shall the pupil be discriminated against based upon his/her decision to refrain from participation.

TESTS/SURVEYS ON PERSONAL BELIEFS [EC§§51513, 60614, 60615; PPRA, 20 USC; NCLB] Unless you and your children over 18 give written permission, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about your child's, or his/her parents' or guardians' personal beliefs or practices in politics, mental health, anti-social, illegal, self-incriminating, or demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility in a program or for receiving assistance), sex, family life, morality, or religion. Parents may also opt out of their child supplying information to be used for marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The district has developed policies relating to the surveys and personal information.

STUDENTS MAY NOT LEAVE SCHOOL SITE All schools within the Enterprise Elementary School District have a closed campus policy, and therefore, students may not leave campus at any time during the school day.

SCHOOL ACCOUNTABILITY REPORT CARD [EC§§33126, 32286, 35256, 35258, 52056] The School Accountability Report Card, published annually on or before February 1, contains information about the district and schools, its programs, and its progress toward stated goals. It is available on each school's website, and a copy will be provided to you upon request.

CAL GRANT PROGRAM To 11th grade students and parents/guardians of 11th grade students: 11th grade students will be automatically deemed Cal Grant applicants unless the student, or student's parent/guardian if student is a minor, opts out within 30 days of receiving notice.



**The Enterprise Elementary School District
Family of Schools**



**ALTA MESA
ELEMENTARY
SCHOOL (K-5)**

2301 Saturn Skyway, Redding, 96002
530-224-4130 • 530-224-4131 (Fax)
Preschool 530-224-4139
ACE 530-224-4225
Ryan Miller, Principal
Susan Grabeal, School Secretary
Kaylene Elliott, Student Services Clerk
Tawny Corona, Health Clerk



**BOULDER
CREEK
SCHOOL (K-8)**

505 Springer Drive, Redding, 96003
530-224-4140 • 530-224-4141 (Fax)
Preschool 530-224-4148
YMCA 530-224-0952
Tina Croes, Principal
Nancy Walker, Assistant Principal
Robert Shaw, Associate Principal
Deanna Barnes, School Secretary
Shelby Price, Student Services Clerk
Andrea Wilson, Health Clerk



**LASSEN VIEW
ELEMENTARY
SCHOOL (K-5)**

705 Loma Vista Drive, Redding, 96002
530-224-4150 • 530-224-4151 (Fax)
Preschool 530-224-4477
ACE 530-224-4159
Caryn Emerson, Principal
JoNeal Hansen, School Secretary
Morgan Herrmann, Student Services Clerk
Nora Valera Farias, Health Clerk



**MISTLETOE
SCHOOL
(K-8)**

1225 Mistletoe Lane, Redding, 96002
530-224-4160 • 530-224-4161 (Fax)
Preschool 530-224-3232
ACE 530-224-4169
Clint Johnson, Principal
Brandie Stone, Assistant Principal
Susan Barton, School Secretary
Tracy Hart, Student Services Clerk
Debbie Fisher, Health Clerk



**PACE
ACADEMY (K-8)**

3200 Adams Lane, Redding, 96002
530-224-4236 • 530-224-4238 (Fax)
Terryl Hayes, Principal
Melody Mugridge, School
Secretary/Student Services Clerk



**PARSONS
JUNIOR HIGH
SCHOOL (6-8)**

750 Hartnell Avenue, Redding, 96002
530-224-4190 • 530-224-4191 (Fax)
ACE 530-224-4222
Darin Pust, Principal
Cody Brawley, Assistant Principal
Elise Towers, Assistant Principal
Izetta McKenzie, School Secretary
Terri Welch, Student Services Clerk
Chrissy Sullivan, Health Clerk



**REDDING COLLEGIATE
ACADEMY (K-12)**

3200 Adams Lane, Redding, 96002
530-224-4240 • 530-224-4230 (Fax)
Chuck Seligman, Principal
Tamara Adcock, Secretary
Shada Carlson, Student Services Clerk



**ROTHER
ELEMENTARY SCHOOL
(K-5)**

795 Hartnell Avenue, Redding, 96002
530-224-4170 • 530-224-4171 (Fax)
Preschool 530-224-4178
ACE 530-224-4179
Adam Grooms, Principal
Lora Thomas, School Secretary
Jessica Millimaki, Student Services Clerk
Beth Burdett, Health Clerk



**SHASTA MEADOWS
ELEMENTARY
SCHOOL (K-5)**

2825 Yana Avenue, Redding, 96002
530-224-4180 • 530-224-4181 (Fax)
Preschool 530-224-4189
ACE 530-224-4184
Scotti Gleason, Principal
Erin Silva, School Secretary
Laura Gamsby, Student Services Clerk
Alison Graham, Health Clerk



HEALTH CARE FOR ALL FAMILIES

A PROJECT OF THE CHILDREN'S PARTNERSHIP

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

Health Coverage Options

Medi-Cal:

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

Covered California:

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

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

Enroll.

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

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

Get Care.

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

Renew.

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

You and your family may qualify for financial help:

Household Size	If 2019 household income is less than...		If 2019 household income is between...
1	\$17,237	\$33,244	\$17,237 - \$48,560
2	\$23,336	\$44,981	\$23,336 - \$65,840
3	\$29,439	\$56,738	\$29,439 - \$83,120
4	\$35,535	\$68,495	\$35,535 - \$100,400
5	\$41,635	\$80,253	\$41,635 - \$117,680
6	\$47,735	\$92,010	\$47,735 - \$134,960
▶	Adults may be eligible for Medi-Cal	Children may be eligible for Medi-Cal	May be eligible for financial help to purchase insurance through Covered California

For more information go to:
www.allinforhealth.org
 March 2019





Enterprise Elementary School District SCHOOL REOPENING PLAN 2020-2021

Addressing the Challenges of COVID-19

*This plan is subject to change based on updated information.

Last update 9/11/20



INTRODUCTION

At Enterprise Elementary School District, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the district handbook for the 2020/21 school year and supersedes any information that appears to be in conflict with the handbook.

There are 4 different phases of school operation for 2020/21 that could be applied. The district will begin the 2020/21 school year in Phase 1, or Distance Learning.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and distance learning, with reduced numbers of students on campus.

Phase 1: Full Distance Learning with limited in-person instruction in small groups

In Phases 1 and 2, the district's primary digital platforms are Google Classroom and Google Meet to deliver remote instruction. As a result of what we have learned from distance learning in the spring, we have adopted more rigorous expectations going forward that include daily live interaction with a teacher and peers, grade-level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning if needed.

The district has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection include frequent handwashing, social distancing, wearing face coverings, and not intermingling with different groups. As a result, these will be practiced on campus for as long as is necessary. In order to minimize the potential risk of spread, we will not hold assemblies and field trips, nor have visitors or volunteers on campus for the time being. Extra curricular activities are on hold until further notice.

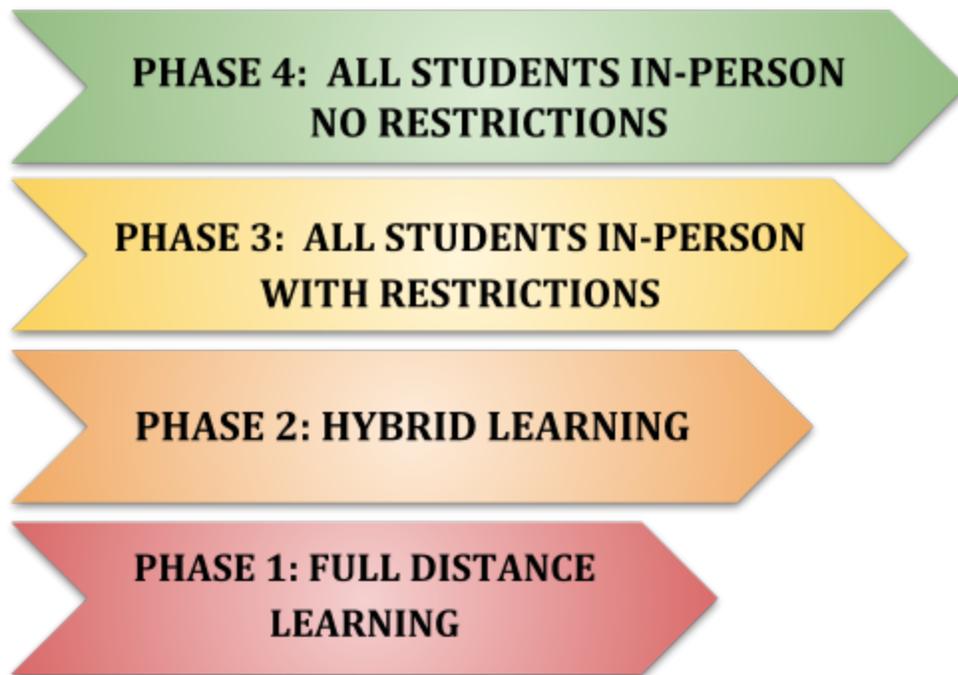
You can help prepare your children by teaching them about face coverings and proper hand-washing. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and any students or staff members should stay home if they are feeling ill or experiencing symptoms. [Talking to your students about Coronavirus.](#)

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INSTRUCTION: 4 PHASES

There are 4 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning content standards will be taught while addressing the needs of the whole child, including social-emotional skills, anti-bullying, and health and safety. Teachers will continue to attend staff meetings and collaboration and will be on campus during regular school hours in all phases, unless under shelter in place and not permitted to be on campus. Detailed description of [4 Phases](#).



PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS

When all restrictions are lifted in Shasta County, school can resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS

Students could return to in-person instruction when the county is in the “widespread” tier. Safety practices include, but are not limited to, maximizing space and minimizing contact between students

to the greatest degree possible; having students remain in the same cohort (group) with the same teacher for the day to the greatest degree possible; regular hand-washing; and wearing of face coverings (grades 3 and up). Students will be taught how to access online platforms, such as Google Classroom and Meet, so that they are familiar with those tools in the event of a return to distance learning. Families will have an option for at-home learning if requested. Students will return in Phase 3 on September 21, 2020.

PHASE 2: TEACHER-LED HYBRID LEARNING

The hybrid model could be applied in order to allow for additional physical distancing, particularly in grades 4 and up, while the county is not in the “widespread” tier. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. Students will be provided live interaction and assignments to support their learning on the days in which they do not report to school which may include paper/pencil materials. The district will provide pupils access to connectivity and devices when needed.

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING

Distance Learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. If Shasta County moves to the “widespread” tier, schools will be in Distance Learning unless otherwise directed by public health or the governor. The district will provide pupils access to connectivity and devices when needed in order for them to be able to participate. Distance learning will include daily live interaction with a teacher and peers, grade-level content, and taking attendance. Some limited, in-person instruction will be included. Instruction (combination of live/synchronous and asynchronous assignments) will be equivalent to a typical school day in time, challenge, and quality. Teachers will be on campus during typical school hours. EESD will begin 2020/21 in Distance Learning.

DISTANCE LEARNING EXPECTATIONS

ATTENDANCE

- Attendance will be taken daily during live class session.
- Attendance records will be updated in PowerSchool by the following morning to allow the opportunity for any students who couldn't attend a live session to complete assigned tasks to demonstrate attendance.
- Jr high students will follow their regular bell schedule.
- If a student misses 3 days in a week (60%), re-engagement strategies will be followed:
 - Teachers will attempt contact
 - Absence letter will be sent to the family
 - Verify contact information
 - Daily notification of any further absences
 - Administrators will contact family if absences persist and an in-person appointment may be scheduled for the student
 - SART/SST meeting may be scheduled to address concerns and offer additional support
- Families can view attendance record in the PowerSchool Parent Portal

DIGITAL TOOLS & CONNECTIVITY

- Every student will have opportunity to check out a Chromebook for use at home (parent consent form required)
- The district will work with families who lack Internet connectivity (contact your school).
- The primary platforms of the district are:
 - **Google Classroom** for posting information and assignments
 - **Google Meet** for live interaction.
 - Other common programs include i-Ready, Accelerated Reader (AR), MyOn (e-books), Learning A-Z, and Keyboarding Without Tears (K-2).

INSTRUCTION

- Daily class meeting of 10-15 minutes that includes teacher & peer interaction.
- Live (or "synchronous") instruction with the teacher may include pre-recorded components but allows for real-time responses between students and teacher. Tuesday through Friday:
 - Four 45-minute sessions in language arts and in math for 1st-5th (30 min. each for Kindergarten)

- Small group and ELD instruction in addition to the above of at least 20 minutes (may include some in-person)
- 6-8 instruction follows the bell schedule. PE/Elective classes may be used to offer additional student support.
- Mondays: flex day
 - 10-15 minute class meeting will be held.
 - 90-minute time period for small groups with priority on students performing below grade level
 - Remainder of instructional time will be asynchronous
 - Time devoted to teacher professional development, preparation for online instruction, and family communication
- The balance of instructional time (non-live) is made up of assignments and activities that students can complete on their own time (“asynchronous”). Teachers will provide oral or written feedback on student work.
- It is highly recommended that i-Ready lessons do not exceed 45 minutes a week in reading and 45 minutes a week in math.
- Total daily instructional time should equal: kindergarten - 180 min; 1st-3rd - 230 min; 4th and up - 240 minutes.
- Instructional content is aligned to grade level essential standards and district adopted curriculum.
- Consistent schedule will be provided which may vary by school or grade level.
- Any in-person small group (3-6 students) sessions must adhere to guidelines for face coverings, hand-washing, and a minimum of 6ft distancing.
- Designated English Language Development instruction will be provided for a minimum of 20 minutes, 4 times a week, for English Language Learners. Integrated ELD is incorporated during daily class instruction.
- Assignments will be recorded in PowerSchool and accessible to parents through the Parent Portal.
- Students in 6th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work or retake tests for a better grade. Grades should be updated weekly and are accessible to parents through the PowerSchool Parent Portal.
- Schools may offer some small group after-school tutoring.

SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices Capturing Kids' Hearts principles: Social Contract, Greeting, Good Things, Launch.
- Teachers will strive to foster a sense of belonging within the class.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- Survey will be provided for students in 4-8 upon returning to school to assess well-being.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- [Restorative Practices](#), proactive approach to repair harm, will be utilized whenever possible.
- Classrooms will practice [predictable and consistent routines](#).
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

LIBRARY

- Watch for information from your school on availability to check out books or receive drop-in assistance.

MEALS

- Meals are available for purchase, or through the free/reduced lunch program, via pick-up or bus drop-off. Please be sure to fill out your yellow lunch form and return to the school office.

ON-CAMPUS EXPECTATIONS

(when not in Distance Learning)

FACE COVERINGS

- [Face coverings](#) must be worn by students in grade 3-12 and all adults on campus, unless previous school medical records or a provider's note exempts a student from wearing a mask due to:
 - A medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing.
 - A hearing impairment, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- 2-year olds through 2nd grade students are highly encouraged to wear face coverings.
- ALL students must wear face coverings on the bus and at arrival and dismissal, including PreK-2nd.
- Exceptions to the wearing of face masks include when eating/drinking, engaging in physical activity, and outdoors when 6 feet of physical distancing is possible.
- When a cloth face covering is temporarily removed, it will be placed in a clean paper/plastic bag (marked with the student's name) until it needs to be put on again.
- [Proper use, removal, and washing of cloth face coverings.](#)
- [Video: face coverings](#)
- [Talking to kids about face coverings.](#)

WATER BOTTLES & FOUNTAINS

- Shared water fountains will be closed.
- Students should bring reusable water bottles to school.
- Water bottles can be refilled at sinks or water bottle stations.

ARRIVAL

- Establish one-way entry routes and keep gates open.
- Start times will be staggered.
- Parents/Guardians are expected to check their child's temperature and screen for COVID-19 symptoms prior to coming to school (see wellness section).
- Students will go directly to their classroom or otherwise designated area when they arrive at school. Classrooms will be open 15 minutes prior to the start of the school day.
- Playgrounds and cafeterias will not be open before school. Parents should drop students as close to start time as possible (grace period for taking attendance to accommodate).
- Teachers will conduct an informal visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office.
- Students should wash hands upon arriving in the classroom.
- Kindergarten parents who walk students to class will drop students off outside the classroom. Families should physically distance from others and wear face coverings. Otherwise, parents should not come on campus with their students.

DISMISSAL

- Stagger dismissal times by grade level & family members to avoid congregating.
- Establish one-way exit routes and keep gates open.
- Bus riders will have an early dismissal to avoid congestion. Hand sanitizer will be administered before they leave the classroom, and students must wear face coverings.
- Students and staff will wear face coverings at dismissal.
- Teachers will provide 15 minutes of dismissal duty with their class.
- Radios may be used to facilitate pick-up.
- Kindergarten parents who pick up students outside their classroom should wear face coverings and physically distance from others.



BUSES

- All students are required to wear masks while waiting for and riding on the bus, including PreK-2nd.
- If parents are able to transport their children to school this year, we encourage them to do so.
- Fill up the back of the bus first as students enter; unload in reverse order. (*There may be exceptions based on student need.)
- There should be 6' between the driver and riders.
- All individuals must sanitize hands as they enter buses.
- Windows should be kept open as much as possible.
- Buses will be cleaned after use.



FOOD SERVICES

- Breakfast may be sent home with students at the end of the day to be eaten at home in order to avoid use of the cafeteria in the morning.
- Establish one-way entry and exit routes in the cafeteria.
- Staff will escort students to the cafeteria.
- Students will eat lunch in their classroom cohort at a table clearly designated by class. Outdoor areas or classrooms may also be utilized for lunch.
- Allergy-free tables must maintain 6' distance between students from different cohorts.
- No buffet style food service. .
- Tables will be cleaned in between use.
- Students will be dismissed on a class-by-class basis to their designated area for any remaining recess time.
- Food service workers will wear face coverings and gloves.



CLASSROOM

- Maximize space between students and minimize contact in the classroom to the greatest extent possible. This may involve removing unnecessary furniture.
- Students will remain in their cohort and with the same teacher during the day to the greatest extent possible.
- Teachers' desks must be 6' away from student desks.
- Avoid sharing of materials when possible. Any shared materials should be cleaned in between use. Chromebooks should be assigned to one student where there is 1:1 capability.
- Students should have a separate space to keep their belongings.
- Desks should not face or touch each other whenever possible.
- Doors and windows should be kept open as much as possible unless weather or student health conditions prohibit it.
- Students in grades 3 and up must wear face coverings except while eating/drinking or engaging in physical activity (i.e., recess, lunch, PE)
- Middle School
 - Students will remain in the same cohort during the school day to the greatest extent possible.
 - Minimize transitions during the day (i.e., may include block schedules, teachers changing rooms and students remaining in the same room to reduce sharing of materials and mingling).
 - Students may assist in wiping down desks if changing classrooms.
 - Electives
 - Choir and band are not currently permitted. Any singing activities must take place outdoors.
 - Electives should be held in the same class cohorts and may be push-in.
 - Elective periods may be used to provide additional academic support to help mitigate learning loss.

HAND WASHING & HYGIENE

- Teachers will teach and reinforce proper [handwashing](#)/hygiene and ways to prevent the spread of germs:
 - Cover a [cough/sneeze](#) with a tissue or elbow
 - Avoid touching face
 - Avoid close, prolonged contact with others outside of your home.
- Corresponding signage should be posted in or near classrooms or other areas where students may wash their hands.
- Use of soap and water is preferred.
- If using hand sanitizer, it should contain 60% alcohol and be unscented.
 - Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
 - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Class time and procedures to wash/sanitize hands should be practiced during, but not limited to, the following times:
 - Upon arriving to class
 - Before/after recess or PE
 - Before/after lunch
 - After using the bathroom
 - After coughing/sneezing
 - Before boarding the bus

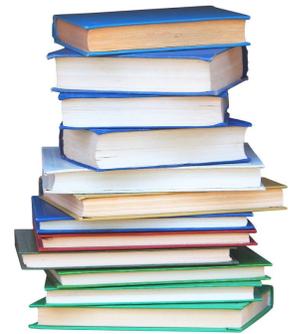


INTERVENTIONS & PULL-OUT SERVICES

- Push-in services are preferred to minimize intermingling.
- Push-in staff should wash/sanitize hands when entering a classroom.
- Staff conducting pull-out services should maintain 6' distance between themselves and students to the greatest extent possible.
- Pull-out services should keep students from the same cohort together whenever possible.
- Intervention groups may be held virtually in Phase 1 or 2.

LIBRARY

- Classroom cohorts may visit the library to check out books only.
- Counters, door knobs or any other touchpoints should be cleaned in between classes.
- Books may sit for 1-3 days before reshelving.



RECESS

- Students must remain in their cohort; masks not required during physical activity.
- No personal equipment may be shared.
- Classroom equipment (i.e., playground balls) may be used only by the same cohort.
- Classes will access playground equipment on a daily rotating schedule.
- Multiple groups may be out at the same time as long as they are in clearly designated areas that allow for separation & supervision (i.e., playground structure, blacktop, field).
- Students should wash/sanitize hands before/after.
- Stagger times to prevent intermingling of groups.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles & water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION

- Students will attend PE in their cohort
- Masks must be worn during indoor physical conditioning but are not required during outdoor physical activity with adequate distancing.
- Hold activities outdoors as much as possible or in a large, well-ventilated area.
- Students should physically distance 6 feet apart to the greatest extent possible.
- Avoid sharing equipment and clean and disinfect equipment in between use.
- Stagger transitions to avoid mixing of participants in jr high.
- No personal items/equipment may be shared.

FRONT OFFICE & STAFF ROOMS

- Plexiglass barrier will be in place whenever practical.
- Face coverings to be worn by anyone entering the office.
- Maintain physical distancing of 6' between office staff as much as possible.
- Office staff must wear face coverings when unable to maintain 6' distancing.
- Doors are locked to limit number of people who can enter at one time.
- Make appointments with parents/guardians for paperwork, etc.
- No visitors or volunteers on campus; service providers still check in.
- Consider early check-out of students by phone or at outside table.
- Provide physical distancing markers outside of office and related signage on outside door.
- Tardy students will report to the classroom; teacher will indicate in PowerSchool accordingly (teachers may have tardy passes on hand to help with tracking).
- Staff rooms will eliminate or reduce seating. Social distancing of 6' is required.
- Conduct all staff meetings and professional development training or other staff activities, with 6' physical distancing measures in place, or virtually, where physical distancing is a challenge.



HEALTH OFFICE

- Plexiglass barrier when practical.
- Isolation area & mask for students with symptoms until picked up.
- Fever above 100.4 is a criterion for sending a student home.
- Staff must use face coverings/shields.
- Maintain physical distancing as much as possible.
- Parents must pick sick students up promptly.

WELLNESS CHECK

- Parents/guardians are to conduct a temperature and [symptom check](#) before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home.
- Teachers will conduct an informal visual [wellness check](#) as students enter.
- Students will be referred to the office/health office if the student reports not feeling well or appears to not be feeling well.
- Staff should [self-screen](#) before reporting to school.
- Students or staff experiencing symptoms should stay home for 10 days unless they can provide a negative COVID-19 test result or a note from a provider releasing them.

CA PUBLIC HEALTH & CDC GUIDANCE

[CA Public Health: School Guidance 8-3-20](#)

[CA Public Health Schools Reopening 7-17-20](#)



MITIGATING LEARNING LOSS

Recognizing that students will return to school with varying degrees of learning loss, school practices may include but are not limited to:

- Increase the number of minutes in Language Arts and Math instruction.
- Integrate Social Studies and Science content into Language Arts at the elementary level, wherever possible.
- At the middle school level, Social Studies and Science teachers will integrate reading and writing instruction.
- Instruction will be focused on essential learning at the grade level, teaching any missing prerequisite skills “just in time.”
- Small group intervention before, during, and after school may be available on a limited basis.
- Elective classes may be used to offer additional academic support.

AFTER-SCHOOL PROGRAM

- Students should remain in the same cohort with the same adult to the greatest extent possible.
- Maximize space and minimize contact between students.
- Same face covering and distancing rules for staff and students apply as during the school day.
- Sign-out should be outside or in a manner that eliminates contact between families and staff.

EXTRA CURRICULAR

These activities, including sports, will be delayed until further notice.



CLEANING STANDARDS

Trained custodial staff will clean and disinfect frequently touched surfaces at least daily (i.e., door handles, light switches, sink handles, bathrooms, tables, desks).

Initial Cleaning Procedures for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

Wipe down ALL Touch Point Surfaces* with Multi-Task Probiotic Biosurfactant Cleaning Solution with a clean microfiber cloth. Shake gallon jug of concentrate before diluting. Dilute Multi-Task Cleaner 2 oz per gallon (1:64)

Use 'Spray and Wipe' protocols.

* Touch Point Surfaces are defined as ALL surfaces within the area or zone ranging between 2' up from the floor and 2' down from the ceiling. In classrooms where the standard ceiling is often only 8', the Touch Point Surface zone is the 4' between the 2' above the floor, and the 2' below the ceiling. For a cafeteria with a greater than 10' ceiling, Touch Point Surfaces are all tables where students eat.

STEP 2 - DISINFECT Once all the Touch Point Surfaces have been wiped down, apply an appropriate Disinfectant:

- Spartan HDQ (10 minute dwell time) EPA registration # 10324-155-5741
- SC Johnson Tru-shot (5 minute dwell time) EPA registration # 6836-348-89900

Ensure all required / recommended Personal Protection Equipment (PPE) is used.

Apply Disinfectant to all Touch Point Surfaces within the Touch Point Zone in full accordance with manufacturer's instructions, paying particular attention to:

- Mandated surface dwell time; (ranging between 5 and 10 minutes).
- Maintaining the product in a wet state for the entire duration of the mandated surface dwell time

B. Continual Cleaning Procedure for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

The Multi-Task Probiotic Biosurfactant Cleaning Solution provides protection of the surface from pathogens for up to 3 days. Re-applying of the cleaning solution should then occur. Wipe down ALL Touch Point Surfaces* with the Multi-Task Probiotic Biosurfactant Cleaning Solution with a clean microfiber cloth using 'Spray and Wipe' protocols.

STEP 2 - PROTECT Once Per Week

Applying Enviro Mist Probiotic Mist using a ULV fogger set to between 5 and 10 microns, to re-treat the Touch Point Surfaces with Enviro Mist.

C. Continual Cleaning Procedure for Rest Rooms

STEP 1 - CLEAN Every Day

Thorough cleaning of all restrooms using the Kaivac Cleaning process and disinfectant KaiBosh

https://kaivac.com/vid_34-Restroom-Cleaning-Training-Overview

D. Continual Random testing

Daily random site and surface testing and documenting using the Adenosine Triphosphate unit (ATP)

ATP Levels of Clean

Ultra-Clean	0-10
Very Clean	11-30
Good Clean	31-80
Somewhat Dirty	81-200
Dirty	201-500
Very Dirty	501-1000
Filthy	> 1000

COVID-19

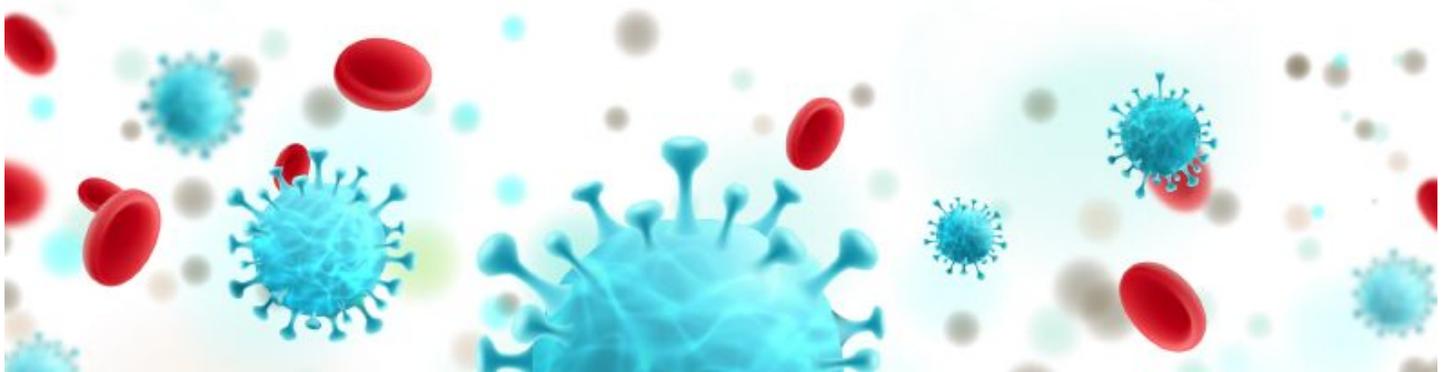
HOW IS COVID-19 SPREAD?

COVID-19 is spread mainly from person-to-person, via air droplets that contain the virus. For example; when a person sneezes, coughs, or talks, the virus is exhaled by the infected person and then inhaled by a nearby person. Some people do not show any signs or symptoms of being ill but can still spread the virus. The virus can also spread when a person touches objects and surfaces that have the virus on it and then touches their eyes, nose, or mouth.

HOW CAN WE PREVENT TRANSMISSION?

This virus can spread easily from person-to-person so taking necessary precautions is an important way to keep you, your family, friends, and community safe. The best way to prevent illness is to avoid being exposed to this virus. Key prevention practices also include:

- Physical distancing to the maximum extent possible.
- Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available then use hand sanitizer (at least 60% alcohol).
- Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.
- Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.
- Cleaning and disinfecting frequently touched surfaces.
- Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.



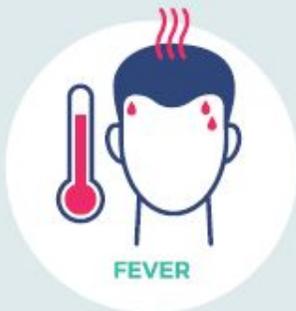
CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.



WASH

Wash your hands with soap and water often, and for at least 20 seconds.



COVER

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



DO NOT TOUCH

Do not touch your eyes, nose, or mouth.



SOCIAL DISTANCE

Stay at least 6 feet (about 2 arm's length) from other people.