

2015-2016 PARENT HANDBOOK



EAST SIDE UNION HIGH SCHOOL DISTRICT

Office of the Superintendent
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San Jose, CA 95133
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www.esuhdsd.org

Chris D. Funk, Superintendent
Van Le, President
Lan Nguyen, Vice President
Frank Biehl, Clerk
J. Manuel Herrera, Trustee
Pattie Cortese, Trustee



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

Table of Contents

GENERAL INFORMATION

Board of Trustees.....	4
District Overview: Vision/Mission/Core Values.....	5
Education Center Directory	6
Special Programs Directory	7
Community Resources Directory.....	8
Directory of Schools.....	9

ATTENDANCE

Mandatory School Attendance.....	22
Excused Absences for Personal Reasons.....	22
Absence for Religious Purposes.....	22
Student Attendance Review Board (SARB)	23

ENROLLMENT

Immunization Requirements.....	25
Health Insurance	25
Residency Requirements for School Attendance.....	27
Transfer Options (Intra/Inter District Transfer Requests).....	27
Residency Status Verification Form.....	28
Caregiver’s Authorization Affidavit.....	30

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parent Involvement in School Committees	33
Parent Involvement in Extracurricular Activities.....	34

PARENTAL RIGHTS AND RESPONSIBILITIES

Tips for Parents.....	35
Rights of Parents or Guardians of Minor Pupils.....	36
Pupil’s Right to Refrain From Harmful Use of Animals.....	36
Cooperation in Control of Communicable Diseases.....	37
Administration of Prescribed Medicine for Pupil.....	37
Right to Refuse Consent for Medical Examination of Pupil.....	37
Medical and Hospital Services for Pupils.....	38
Excuse From Health/Family Life Instruction.....	38
Excuse From Sexual Health Education.....	38
Instruction in Sexual Health Education.....	38
Grading Policy	39
Monitor Your Student’s Progress	40
Complaint Concerning School Personnel	43
Uniform Complaint Procedures.....	47
Williams Act Complaint Procedures.....	53

ACCESS TO STUDENT RECORDS

Parents Right of Access to Student Records.....	57
Challenging the Content of Student Records.....	57
Access to Student Records With Written Consent.....	57
Access to Student Records Without Written Consent.....	57
Disclosure of Records in Compliance With Court Order or Subpoena.....	59
Electronic Transfer of Data to State.....	59
Student Directory Information.....	60
Student Pictures.....	60
Internet Acceptable Use Policy.....	60

ALTERNATIVE ACADEMIC PROGRAMS

Notice of Alternative Schools.....	66
Independent Study Option.....	66
Individualized Home and Hospital Instruction.....	66
Overview of Central County Occupational Center.....	67

GRADUATION AND PROMOTION

A-G and High School Graduation Requirements.....68
District Guidance Plan.....71
Grade Level Focus Chart.....72
California High School Exit Exam (CAHSEE).....73
California Assessment of Student Performance and Progress (CAASPP).....75
District Measurement of Student Growth.....75
College Tests.....76
Directory of Colleges.....78

HEALTH AND HAZARDOUS MATERIALS

Asbestos Surveillance and Re-inspection Notification.....80
Healthy Schools Act Notice.....81

NO CHILD LEFT BEHIND ACT

Parent Rights Under No Child Left Behind Act.....82

SAFE SCHOOLS AND DISCIPLINE

Emergency Information.....83
Student Behavior Policy84
Athletic Code of Conduct.....94
Uniform Disciplinary Chart.....96
Student Sexual Harassment Policy.....99
Dress and Grooming Policy.....100
Student Rights and Responsibilities.....101
2015-2016 District Calendar.....104

East Side Union High School District

830 North Capitol Avenue

San Jose, CA 95133

408.347.5000

FAX: 408.347-5015

<http://www.esuhsd.org>

Superintendent: Chris D. Funk

Board of Trustees

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

Frank Biehl, Clerk

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

J. Manuel Herrera, Member

Phone: 408.839-7912, E-mail: JManuelHerrera@aol.com

Pattie Cortese, Member

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

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

August 20, 2015

September 17, 2015

October 15, 2015

November 19, 2015

*December 10, 2015**

January 21, 2016

February 11, 2016

March 3, 2016

March 17, 2016

April 21, 2016

May 19, 2016

*June 9, 2016***

*June 23, 2016****

Closed Session will commence at 4:00 pm.

** Annual Organizational Meeting*

***Public Hearing for Budget Adoption*

****Budget Adoption*

District Overview

The East Side Union High School District (ESUHSD), established in 1950, serves over 24,000 students in grades 9-12 at 11 comprehensive high schools, 7 alternative education sites, 7 child development centers and 10 independent charter schools. The District offers a robust career technical education program through its magnet programs, CA Partnership Academies, and an ROP JPA. The Adult Education Program serves an additional 8,676 students. The District has the seventh largest high school student enrollment in the State and the largest in northern California.

The District operates 11 comprehensive high schools—Andrew Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, W.C. Overfelt, Yerba Buena, one continuation high school—Foothill, three alternative high schools—Apollo, Phoenix, Pegasus, and three schools of choice—Accel, Calero and College Connection Academy. There are 10 charter schools in the District: ACE Charter School, Alpha: Cindy Avitia High School, Escuela Popular – Center for Training and Careers, Escuela Popular – Family Learning Center, KIPP San Jose Collegiate High School, Latino College Preparatory Academy, Luis Valdez Leadership Academy, San Jose Conservation Corps and Summit Public Schools: Rainier.

Located in the city of San Jose, Santa Clara County (Silicon Valley), the District encompasses 180 square miles, which geographically parallels approximately 14 miles of the east foothills of the valley. The East Side community has a population of over 574,502 rich in racial and cultural diversity. The student population is multi-cultural and is comprised of 46.5% Hispanic, 39.9 % Asian, 6.8% White, 3.1% multiple, 2.9% African American, 0.6% Pacific Islander, and 0.2% Native American. Over 40 native languages are spoken by East Side students. There are 4,951 students in our English Language Learners Program.

East Side employs 1,159 certificated and 620 classified staff members and 106 adult education teachers.

There are seven elementary school districts that feed into ESUHSD. The District has strong partnerships with these feeders, as well as the community colleges and 4-year colleges in the area. Two examples of these partnerships are the Accel and College Connection Academy Programs. The District's Accel Program is located on a community college campus. Students in this program can take college courses while they are completing their high school graduation requirements. The College Connection Academy Program is a grade 7 – 13 program created in cooperation with Franklin-McKinley School District and Evergreen Valley College with support from San Jose State University. Students in this program attend middle school on a high school campus and complete their high school graduation requirements while attending community college. The community has a tradition of involvement and interest in its schools. It is considered an ideal community because of its appealing climate, convenient geographical location and proximity to cultural centers and numerous institutions of higher-learning.

Mission

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

Core Values

Our Core Values Drive Our Decisions & Actions.

- **Equity:** We allocate resources, develop practices, and cultivate mindsets to ensure that every student meets or exceeds standards.
- **Inclusiveness:** We model personal and professional integrity through processes that are respectful, transparent, and proactively engage parents, students, staff, and community.
- **Commitment to Excellence:** We believe in continuous improvement through a culture of openness, inquiry and collaboration. We honor those who take responsibility, demonstrate creativity and take initiative.
- **Diversity:** We see diversity as a valuable asset that enriches our world-view and strengthens our community.
- **Professional Capacity:** We believe in and invest in the development of every employee and volunteer in our system.

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

Education Center Directory

District Administration

• Superintendent	Chris D. Funk	408.347.5010
• Associate Superintendent of Business Services	Marcus Battle	408.347.5051
• Assistant Superintendent of Educational Services	Glenn Vander Zee	408.347.5061
• Associate Superintendent of Human Resources	Cari Vaeth	408.347.5251

Program/Services

	<u>Contact</u>	<u>Phone #</u>
• Academy or Magnet Programs	Tim Nguyen	408.347.5249
• Adult Education Program	Rich Uribe	408.928.9311
• Alternative Education Options for Students	Jennifer Klassen	408.347.5234
• College Information and Recruitment	Lori Martinson	408.347.4741
• Expulsion/Discipline Issues	Rose Ortiz	408.347.5202
• Food Nutrition Program	Julie Kasberger	408.347.5192
• GATE Program	Tim Nguyen	408.347.5241
• Health Services Available	Eunice Esquivel/ Safiye Chen	408.347.4396 408.347.4239
• Home/Hospital	Debbie Sanchez	408.347.5173
• Independent Study	Jennifer Klassen	408.347.5234
• Jose Valdes Program	Julio Pardo	408.347.4183
• Re-enrollment of Student from Correctional Program	Rose Ortiz	408.347.5201
• CAASP or High School Exit Exam (individual student scores are available at the school)	Kirsten King Kirsten King	408.347.5067 408.347.5067
• School Boundaries	Rose Ortiz	408.347.5202
• School Calendar	Superintendent's Office	408.347.5010
• School Policies	Superintendent's Office	408.347.5010
• School to Careers Programs	Rich Uribe	408.347.5249
• School Transportation	Julie Kasberger	408.347.5290
• Special Education	Barbara Moore	408.347.5181
• Special Tutoring Efforts	Kirsten King	408.347.5174
• Student Attendance Review Board (SARB)	Jennifer Klassen	408.347.5234
• Summer School	Tim Nguyen	408.347.5241
• Transfer of Your Student to Another School	Rose Ortiz	408.347.5202
• Work Experience Programs	Rich Uribe	408.347.5249
• Work Permits	Rich Uribe	408.347.5249

Special Programs Directory

The following special programs are offered in the district.

School	Program	Contact	Phone
AH	Army JROTC	Col. Shari Corbett	347-4186
AH	Medical Health Professions Magnet	Mary Metz	347-4143
AH	Biotechnology Academy	Mary Metz	347-4143
AH	International Baccalaureate Program	Michael Winsatt	347-4116
AH	Small Learning Communities	Bao-Vy Nguyen	347-4370
AH	Multimedia Arts	Kathy Farmer	347-4398
AH	Health and Human Services Academy	Rich Frazer	347-4111
IH	Space Science Technology Magnet	Leo Johnson	928-9863
IH	Teaching Academy Magnet	Jane Narveson	928-9798
IH	Academy of Finance	Stephanie Alves	928-9647
IH	Electronics Academy	Jack Aiello	928-9500
JL	Fire Science Magnet	Roberta Cabigas	347-4441
MP	Animation Studio Magnet	Clark Semple	937-2841
MP	Manufacturing & Industrial Technology Academy	Vic Hageman	937-2842
MP	Marine JROTC Magnet	Lt. Col. Michael Clough	937-2853
OG	Aerospace Science Magnet (Air Force JROTC)	Antonio Ferraro	347-6560
OG	Academy of Travel & Tourism Magnet	Tara Coburn	347-6572
OG	International Cuisine	Kathleen Lynch	347-6511
PH	Entrepreneurship & Computer Applications Magnet	Mitch Method	347-3859
		Diane Pereira	347-3811
SC	Navy JROTC	Willie Howell	347-5778
SC	Forensic Science (IMT) Magnet	Hung Tran	347-5600
SC	Business Careers	Ka-Ling Scoppetone	347-5600
ST	Multi Media Arts Magnet	Tan Huynh	347-6200
WO	Army JROTC	Major Richard Pierce	347-5963
WO	Electronics Academy	Floyd Hurndon	347-5960
WO	Early Childhood Education Academy	Prema Gammon	347-5911
WO	Multimedia Academy	Michael Cross	347-5911
YB	Army JROTC Sgt. Major	Placa/Chin	347-4929
YB	Pre-Engineering Magnet	Marco Osuna	347-4720
YB	Green Construction Technology Academy	Marco Osuna	347-4720

*Andrew Hill (AH), Independence (IH), James Lick (JL), Mt. Pleasant (MP), Oak Grove (OG), Piedmont Hills (PH), Silver Creek (SC), Santa Teresa (ST), W. C. Overfelt (WO), Yerba Buena (YB)

Community Resources Directory

Crisis/Help

24-7 Line . . . All Languages . . . All Problems.....	1.888.247.7717
Bill Wilson Center Safe Place (24 Hr. Emergency Housing for Teens).....	408.243.0222
CA Smoker’s Helpline.....	1.800.NO.BUTTS
Child Abuse Reporting/Services.....	408.299.2071
Children’s Shelter.....	408.558.5400
Contact Cares (Counseling).....	408.279.8228
EMQ Crisis Hotline (Mobile Crisis Team).....	408.379.9085
Next Door (Solutions to Domestic Violence).....	408.501.7550
Suicide Crisis.....	1.855.278.4204

Health

Alanon/Alateen (Alcohol).....	408.379.1051
Alcoholics Anonymous.....	408.374.8511
Center for Disease & Control...AIDS, STD’s, Immunizations, etc.....	1.800.232.4636
Center for Disease & Control...Hearing Impaired.....	1.888.232.6348
Children’s Health Initiative,Medi-Cal, Free/Reduced Health Insurance.....	1.888.244.5222
Planned Parenthood.....	408.277.0777

Law Enforcement

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

Parent/Family Services & Programs

Alum Rock Counseling Center.....	408.294.0500
Billy DeFrank Gay & Lesbian Community Center.....	408.293.4525
CA. Parent Center.....	1.877.9.PARENT
Centre for Living with Dying.....	408.278.2515
Children, Family & Community Services.....	408.272.6518
Legal Advocates for Children and Youth (L.A.C.Y.).....	408.280.2440

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

EAST SIDE UNION HIGH SCHOOL DISTRICT



Andrew Hill

HOME OF THE FALCONS

3200 Senter Road, San Jose, CA 95111 408-347-4100

andrewphill.esuhd.org

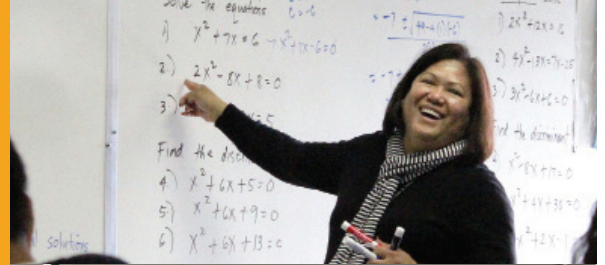
Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Jose Hernandez, Principal, at 408-347-4110 or at HernandezJo@esuhd.org.

API NUMBER: 713

ENROLLMENT: 2,000

GRADUATION RATE: 79.4%

A-G COMPLETION RATE: 19.8%



Welcome to Andrew P. Hill High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Andrew P. Hill High School (AHHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates AHHS from all other schools.

- Students take rigorous academic coursework to prepare them for career and college through our variety of academic programs and participation in both AP and IB coursework.
- Students take an active role in their education through participation in a variety of extracurricular activities, including athletics, academic programs and student clubs for a variety of interests.
- As the second oldest school in the East Side Union High School District, Andrew P. Hill takes pride as the home of the "Falcon Family," an inclusive learning community of students, staff, and our parent community working for the benefit of our students.



Preparing every student to thrive in a global society.

Key Programs and Magnets

International Baccalaureate (IB): A rigorous interdisciplinary program at 11th & 12th grades. We believe that every student is an IB student; therefore, our students experience the 9th grade Hill Academy to transition to high school and prepare for IB enrollment.

Health & Medical Magnet: AHHS is a Medical Magnet School that exposes students to the various fields in Health and Medicine.

Multimedia Academy: Multimedia is a Linked Learning Program of interdisciplinary courses preparing students for college or career in the visual arts.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Calero High

HOME OF THE CALERO FIRE

420 Calero Ave., San Jose, CA 95123 408-347-7600

calero.esuhd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Mr. Ibarra, Principal, at 408-347-7610 or at ibarrar@esuhd.org.



Welcome to Calero High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Calero High School (CH) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates CH from all other schools.

- We offer a small, yet focused, learning environment, serving less than 300 students.
- Our online courses provide both enrichment and credit recovery, with additional access to a specialized summer program.
- Having a staff mentor during all three (3) years provides a stable and secure environment for our students to gain further confidence and support.

Key Programs and Magnets

As a specialized high school for grades 10-12, we believe all students should graduate prepared for college and careers in a global society.

Our educational program is focused on collaborative learning in both classroom and online environments to provide an innovative and tailored learning experience for students.

Students will access all the courses required to both graduate and gain admission to universities.

Calero's student population is small, serving less than 300 students, which allows for a personal and supportive learning structure.



Preparing every student to thrive in a global society.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Evergreen Valley

HOME OF THE COUGARS

3300 Quimby Rd., San Jose, CA 95148 408-347-7000

evergreenvalley.esuhsd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Lauren Kelly, Principal, at 408-347-7011 or at kellyl@esuhsd.org.

API NUMBER: 866

ENROLLMENT: 2,743

GRADUATION RATE: 89.16%

A-G COMPLETION RATE: 59.6%



Welcome to Evergreen Valley High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Evergreen Valley High School (EVHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates EVHS from all other schools.

- Leadership class offers students the opportunity to take on roles on campus that place them in adult environments. These students organize all extra-curricular school activities and events.
- The EVHS Marching Band is proud of its award-winning tradition of excellence. They perform during football games and school events, as well as compete themselves.
- The EVHS Robotics Club offers students the opportunity to apply their knowledge. The club builds a robot each year and competes against other high schools in various challenges.

Key Programs and Magnets

College Preparation: EVHS offers 17 Advanced Placement courses for college credit, a mid-level college program, and 30 courses at the Silicon Valley Career Technical Education Center.

Athletics: Sports include football, track, volleyball, basketball, badminton, soccer, baseball, softball, cross country, water polo, swim, tennis, golf, wrestling, and cheer. EVHS has won 40 Division titles and 8 CCS Championships.

Activities: EVHS is proud of its extra curricular programs, including band, orchestra, wind, guitar, choir, drama, visual arts, speech and debate, computer science, and business. There are over 100 clubs open to students.



Preparing every student to thrive in a global society.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Foothill High

HOME OF THE MUSTANGS

230 Pala Ave., San Jose, CA 95127 408-928-9110

foothill.esuhsd.org

At Foothill, we have a 5th year built in for our students who need more time to complete all the requirements for graduation. Our current enrollment is 351 students.

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact George Sanchez, Principal, at 408-928-9110 or at sanchezg@esuhsd.org.



Welcome to Foothill High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Foothill High School (FHHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates FHHS from all other schools.

- FHHS has a small school setting. Due to smaller classes, teachers can give more attention to each individual student.
- Credits are given every 6 weeks as opposed to the end of the semester. Students are able to keep track of their immediate success.
- Special Projects is an independent studies program at FHHS. Students can work on projects outside the classroom for school credit.
- At FHHS, students are able to compete in a sports league (SBAL) and play volleyball, basketball, and softball.

Key Programs and Magnets

Credit Earning Opportunities (CEOs): These are opportunities outside the classroom. Students are eligible to accumulate credit by attending events approved by FHHS.

Family Learning Center (FLC): Teen parents earn credit on child raising techniques. In FLC, infants and toddlers are able to attend an educational setting while their parents earn their diplomas at FHHS.

CCOC: FHHS encourages their students to take CCOC classes. Students can earn 15 elective credits per semester. Students can earn certificates of completion as well as college units.



Preparing every student to thrive in a global society.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Independence

HOME OF THE 76ERS

1776 Educational Park Drive, San Jose, CA 95133

408-928-9500 independence.esuhsd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Grettel Castro-Stanley, Principal, at 408-347-7011 or at castrog@esuhsd.org.

API NUMBER: 757

ENROLLMENT: 3,158

GRADUATION RATE: 85.9%

A-G COMPLETION RATE: 44.1%



Welcome to Independence High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Independence High School (IHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates IHS from all other schools.

- Students are encouraged to prepare for college through rigorous coursework. We offer 18 different courses at the Advanced Placement level including Calculus, German, Computer Science, Psychology, and Human Geography.
- Students are invited to tap into their creative side through theater, music, dance, and crafts. We frequently have performers and speakers that demonstrate real-world application of an understanding of the arts.
- AVID: Advancement Via Individual prepares students for college readiness. Curriculum taught in elective classes is driven by the standards within core classes and the skills necessary to be successful in college.



Preparing every student to thrive in a global society.

Key Programs and Magnets: Academy components include rigorous academics and career technical education, with a career focus, a committed team of teachers, and active business and post-secondary partnerships.

STEAM: The Space Technology Engineering Academy Magnet is a nationally recognized pre-engineering and design program. Students explore engineering, space, architecture, computer graphics, programming and other design careers before going to college.

Finance Academy: This academy provides students an opportunity to experience the world of business and finance. Students explore a range of topics, including creating a business, international trade, and global economic issues.

Teaching Academy: For students interested in a career in teaching or public service, the Teaching Academy students work with local elementary and middle schools, teaching and working with at-risk students.

EAST SIDE UNION HIGH SCHOOL DISTRICT



James Lick

HOME OF THE COMETS

57 North White Road, San Jose, CA 95127

408-347-7600 jameslick.esuhd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Kelly Daugherty, Principal, at 408-347-4410 or at daughertyk@esuhd.org.



Welcome to James Lick High School's 2015-2016 school year. Students graduating from James Lick will be successful in college and in their careers, by gaining skills related to: agency, communication, collaboration, and growth mindset. Students will also have the opportunity to experience a new curriculum, based on Common Core State Standards, through a project based approach to teaching. Students will be engaged and encouraged to become independent, thinking citizens of a new connected and rapidly changing world, and understand how to solve problems over rote memorization.

James Lick High School (JLHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates JLHS from all other schools.

Key Programs and Magnets

Bilingual Certification: James Lick has a strong tradition of preparing for Silicon Valley Success in multiple languages. Students who build upon their existing fluency in Vietnamese and Spanish can earn certification.

AP: JLHS offers 15 AP courses for the 10th-12th grade students in areas including the Arts, Mathematics, World Languages, English, Psychology, Economics and the Sciences.

Partners with CAL-SOAP: Working with the California Student Opportunity and Access Program (one of the premier college readiness organizations), enables us to support our students in college entrance and financial aid.



Preparing every student to thrive in a global society.



Member of the New Tech Network:

JLHS is a member of an internationally recognized program designed to empower students with the knowledge and skills sought out by universities and employers.

- Join an internationally recognized program in a small school community committed to the success of your student.
- Interdisciplinary, project-based classrooms develop the knowledge and skills employers and universities want most.
- Small class sizes, one-to-one laptops and individualized attention are used to empower your student with the focus and tools for Silicon Valley success.
- College and career planning during high school prepare your student to enter and complete a 2 or 4-year college or university.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Mt. Pleasant

HOME OF THE CARDINALS

1750 S. White Road, San Jose, CA 95127 408-937-2800

mountpleasant.esuhsd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Martha Guerrero Principal, at 408-937-2810 or at guerrerom@esuhsd.org.

API NUMBER: 711

ENROLLMENT: 1,432

GRADUATION RATE: 85%

A-G COMPLETION RATE: 43.2%



Welcome to Mt. Pleasant High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Mt. Pleasant High School (MPHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates MPHS from all other schools.

- Mt. Pleasant's numerous clubs and organizations give students a range of opportunities to extend their learning beyond the classroom. We have over 50 clubs that students can become a part of.
- Students can participate in a number of after school activities sponsored through our partnership with Goodwill Industries. The after school activities include academic tutoring, weightlifting, ballet folklorico, and French Cuisine.
- Mt. Pleasant offers students and their families low-cost or no-cost medical, dental, and behavioral health services through our partnership with Foothill Community Health Clinic.



Preparing every student to thrive in a global society.

Key Programs and Magnets

Animation Magnet: The Animation Magnet at MPHS is a 4-year project based program for students who have an interest in art and animation. The program's focus is on observational and technical drawing skills.

Advancement Via Individual Determination - AVID: AVID is a 4-year program focused on improving students' potential for completing A - G courses in order to qualify for colleges and universities.

Advanced Placement (AP) Courses: Mt. Pleasant offers 12 AP courses that offer students an opportunity to develop college-level academic skills and become competitive for college admissions.

Math, Engineering, Science, Academy - MESA: The MESA Program serves students so they excel academically and graduate from high school ready to major in math and science related fields.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Oak Grove

HOME OF THE EAGLES

285 Blossom Hill Road, San Jose, CA 95123

408-347-6500 oakgrove.esuhsd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Martha Brazil, Principal, at 408-347-6510 or at brazilm@esuhsd.org.

API NUMBER: 716

ENROLLMENT: 1,860

GRADUATION RATE: 90%

A-G COMPLETION RATE: 36.2%



Welcome to Oak Grove High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Oak Grove High School (OGHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates OGHS from all other schools.

- Oak Grove is well-known for its award-winning athletic programs, with football, basketball, volleyball and soccer teams often securing league championships and division titles.
- With more than 30 clubs and organizations, students can get involved in a variety of on-campus activities including student government or other leadership opportunities.
- The school's robust support services programs provide students with opportunities to increase participation in school; maintain academic success or improve grades; and engage in mentoring programs both on campus and in the community.



Preparing every student to thrive in a global society.

Key Programs and Magnets

Hospitality and Tourism: With support from mentors, advisory board participants, and internship providers, the award-winning academy of Hospitality and Tourism provides students with a "school-within-a-school" environment and transferable academic and career skills.

Air Force Junior ROTC (AFJROTC): This leadership academy teaches citizenship, service to the community, and personal responsibility. Participation in this program is highly regarded by colleges and universities.

Band and Colorguard: Ranked as the top Northern California band in its division of the Western Band Association, Oak Grove's program is also internationally recognized as one of the top performing ensembles in California.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Piedmont Hills

HOME OF THE PIRATES

1377 Piedmont Road, San Jose, CA 95132

408-347-3800 piedmonthills.esuhdsd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Traci Williams, Principal, at 408-347-3810 or at williamst@esuhdsd.org.

API NUMBER: 831

ENROLLMENT: 2,200

GRADUATION RATE: 98%

A-G COMPLETION RATE: 58.7%



Welcome to Piedmont Hills High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Piedmont Hills High School (PHHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates PHHS from all other schools.

- PHHS prepares our students to be college and career ready through rigorous course offerings to meet UC/CSU A-G requirements including 17 AP courses and electives in world languages, fine arts and career technical education.
- PHHS has an award-winning performing arts department with both music and drama courses. Students have the opportunity to participate in live theater and competitive music festivals throughout the county.
- PHHS strives for inclusion in all aspects of student life with over eighty student-initiated clubs on campus to provide every student a chance to be involved.

Key Programs and Magnets

Entrepreneurship Magnet: Students learn the fundamental skills necessary to run a business. Professional certification in Microsoft Word, and Microsoft Excel are available.

Computer Aided Drafting Design: Students develop pre-engineering skills in using CADD software as well as understanding architectural schematic drawings and floor plans.

Carpentry: PHHS has an industry standard carpentry/cabinetry program where students learn everything from design to hands-on building. The program is a pathway to construction management and architecture careers.



Preparing every student to thrive in a global society.

EAST SIDE UNION HIGH SCHOOL DISTRICT



6150 Snell Ave. San Jose, CA 95123 408-347-6200

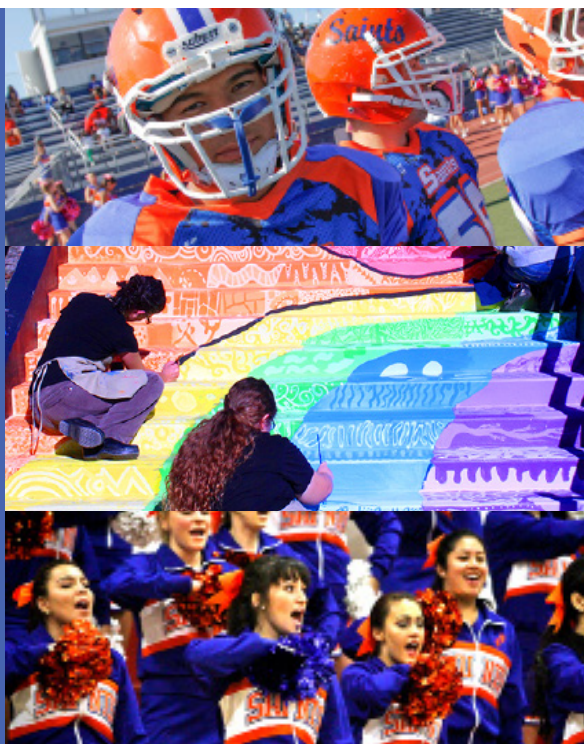
santateresa.esuhd.org

API: 773

ENROLLMENT: 2,250

GRADUATION RATE: 95.5%

A-G COMPLETION RATE: 46.2%



Welcome to Santa Teresa High School's 2015-2016 school year. New students are about to experience learning and growing in a safe, but exciting academic and social environment. Returning students have a key role to play in welcoming those who are new to ST. You also have the opportunity to experience a more relevant curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems instead of rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of our new connected and rapidly changing world.

Santa Teresa High School (STHS) cherishes the dedication of our parent/guardian volunteers and all adult encouragement of our students' academic, social, and extracurricular activities. Your continued support of our students and our school is what separates ST from all other schools.

- Students can participate in a variety of extra-curricular activities, including intramural and regional competitive sports, performing arts and more than 30 clubs and activities.
- With the intention of decreasing student academic stress and increasing student's opportunity for learning, Santa Teresa High School is excited to transition to a four day block schedule with a three day a week Advisory/Tutorial period.
- Students are active members of the school community through a strong student government, inclusive student media and many opportunities to become involved, both with other students and our community.



Preparing every student to thrive in a global society.

Key Programs and Magnets

Multimedia: STHS is a multimedia magnet school. Students can take three years of multimedia courses focusing on Adobe Creative Suite software tools, graphic design, digital video and music production.

AP: STHS offers 19 AP courses for 10th-12th grade students.

Quicksilver Program (QulP): STHS is proud to launch the Quicksilver Innovation Program (QulP) as our small learning community for some of our incoming 9th grade students. This program consists of English 1, Integrated Math 1, and Biology. What makes this program exciting and unique is its emphasis on project-based, cross-curricular learning, which will empower our students by engaging them in real world experiences that have a direct impact on their community.

American Sign Language: In addition, to Spanish, French, and Vietnamese, STHS is proud to offer American Sign Language (ASL 1, ASL 2, ASL 3, and ASL 4) as A-G approved World Language courses.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Silver Creek

HOME OF THE RAIDERS

3434 Silver Creek Road, San Jose, CA 95121

408-347-5600 silvercreek.esuhd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Adolfo Laguna, Principal, at 408-347-5610 or at lagunaa@esuhd.org.

API NUMBER: 793

ENROLLMENT: 2400

GRADUATION RATE: 88%

A-G COMPLETION RATE: 46%



Welcome to Silver Creek High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Silver Creek High School (SCHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates SCHS from all other schools.

- The Associated Student Body works tirelessly to establish school pride and spirit through friendly class rivalries that showcase the many talents of the Silver Creek community.
- The 21st Century Grant allows for a wide array of after hours enrichment activities that include, but are not limited to, musical performances, film and technology, multicultural celebrations, fitness classes, open gym hours, and a monthly Movie Night where the community can come together to spend time with family and to win prizes through various fun activities such as raffles.
- Our PTSA allows parent access to school tools that help parents understand the many facets of the Silver Creek community, as well as invite them to be a part of the planning process for their child's well-being and success in high school.



Preparing every student to thrive in a global society.

Key Programs and Magnets

Business: SCHS has an award-winning magnet program in business. Students have won national awards that led to a meeting with President Obama. While at Silver Creek, students take four years of business courses and end their studies with a business plan of their own original, innovative thinking.

Forensic Science: This innovative magnet program allows students to participate in crime scene investigation scenarios using their in-depth knowledge and skills acquired from the program. A student's course of study may include classes in Biotechnology, Forensic Science, Computer Information Technology, and Law & Society.

Linked Learning: The goal of this program is to link learning across courses and to increase academic success. Students engage in collaborative learning in History, Mathematics, Science, Business, and English through computer science information and communication technologies.

AP Courses: Silver Creek High School offers an extensive selection of Advanced Placement courses. Students wishing to excel in their academics can choose from a wide range of AP courses including those such as Human Geography, Psychology, Studio Arts, and our highly successful Calculus class.

EAST SIDE UNION HIGH SCHOOL DISTRICT



William C. Overfelt

HOME OF THE ROYALS

1835 Cunningham Ave., San Jose, CA 95122

408-347-5900 williamcoverfelt.esuhd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Vito Chiala, Principal, at (408) 347-5910 or at chialav@esuhd.org.

API NUMBER: 676

ENROLLMENT: 1,455

GRADUATION RATE: 80.1%

A-G COMPLETION RATE: 40.5%



Welcome to Overfelt High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Overfelt High School (WCO) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates WCO from all other schools.

- **Small Learning Communities:** Overfelt provides every student with all of the electives and athletics of a comprehensive high school with the positive relationships found in small schools.
- **Advanced Placement:** Overfelt offers a comprehensive AP program with more than 15 courses in a wide array of subjects, including math, science, language, English, and history.
- **Student Support Services:** Pre-college programs, tutoring, summer classes, academic counseling, and socio-emotional support are all readily available.



Preparing every student to thrive in a global society.

Key Programs and Magnets

Advanced Academic: Fiat Lux prepares students for success upon admission to highly selective colleges and universities.

AVID (Advancement Via Individual Determination): Is a university preparation program that accelerates students into the most challenging college preparatory courses by providing four years of structured guidance.

Child Development & Education Academy: Prepares students for college and future careers in teaching, childcare and other human services through a combination of technical training and practical experience.

Electronics Academy: Project Lead the Way offers pre-engineering curriculum with full computer lab, mentoring, internships, and college tours.

Multimedia Academy: Prepares students for college and the career pathway of Arts, Media, and Entertainment. Students explore graphic design, filmmaking, motion graphics, 3-D modeling, and music production.

Puente: UC program consists of rigorous 9th and 10th grade English and social science classes incorporating multicultural literature and a four year academic counseling program.

EAST SIDE UNION HIGH SCHOOL DISTRICT



Yerba Buena

HOME OF THE WARRIORS

1855 Lucretia Ave., San Jose, CA 95122 408-347-4700

yerbabuena.esuhd.org

Contributions such as monetary donations, school supplies, gift certificates and gift cards are greatly appreciated. To donate, please contact Tom Huynh, Principal, at 408-347-4710 or at Huyhntom@esuhd.org.

API NUMBER: 683

ENROLLMENT: 1695

GRADUATION RATE: 72.7%

A-G COMPLETION RATE: 31.6%



Welcome to Yerba Buena High School's 2015-2016 school year. New students, you are about to experience learning and growing in a safe and exciting academic and social environment. Returning students, you have a key role to play in welcoming those who are new to the school. You also have the opportunity to experience a new curriculum, based on Common Core State Standards, that emphasizes understanding how to solve math problems over rote memorization and other subjects that will engage and encourage you to become independent, thinking citizens of a new connected and rapidly changing world.

Yerba Buena High School (YBHS) cherishes the dedication of its parent/guardian volunteers and all adult encouragement of students' academic, social and extracurricular activities. Their continued support of the students, staff and programs is what separates YBHS from all other schools.

- We are student first! 2012 Hoffman and Porter award for exemplary program (TIPS). 2013 Bold Steps for Children's Award winner. 2014 Project Cornerstone Assets' Champion Caring High School Award winner. ZERO expulsions for the past four years.
- Collaboration: We embrace collaboratively, partnering with over a dozen community-based agencies to provide our students the needed support and wrap around services to thrive in a global society.
- College/Career Readiness: Annually, YBHS hosts two college days and a school wide Career Day with over 65 professionals to educate students on various career paths.



Preparing every student to thrive in a global society.

Key Programs and Magnets

College Connection Academy: CCA is an award-winning program that offers students the opportunity to experience and earn college credits while attending high school.

Engineering: The PLTW affiliated engineering program at YBHS is not just another high school engineering program. Students learn to solve complex problems in a real-world context. Current project: Build an electric car.

Green Construction/Architecture: Learning important aspects of building site design and development, students apply math, science, and standard engineering practices to design both residential and commercial projects, documenting their work using 3D architecture design software.

MANDATORY SCHOOL ATTENDANCE

Attendance is Critical

School attendance is required by law. Every child ages 6 through 18 years of age must attend school every day and on time. Parents/guardians are responsible for their child's school attendance. You must let the school know if your child is not in school and give us a specific reason for the absence.

Excused Absences for Personal Reasons (Education Code Section 48205)

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

A student shall be excused from school when the absence is:

1. Due to illness
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purposes of attending the funeral services of a member of his or her immediate family, as long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the student is custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observation of a holiday or ceremony of his or her religion, attendance at religious retreats (not to exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or designated representative pursuant to uniform standards established by the Governing Board.
8. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of uniformed services as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

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

Please be aware that any absences due to vacation are unexcused absences.

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

School Attendance Review Board

(SARB)

KEY POINTS

- *Students are required by the State of California to attend school,*
- *Truant students are referred to the District Attorney and legal action will be taken against a parent and child.*

Regular school attendance is of such critical importance to the future of the students and the community that extraordinary measures have been enacted by the State of California to encourage and require regular school attendance. In California it is the responsibility of the parent and student to ensure a student's regular attendance in school. When school attendance becomes a problem with a student, SARB is a hearing process used by schools and local law enforcement agencies to assist parents/guardians in meeting compulsory school attendance laws regarding their children. The consequences for failing to comply with attendance laws and/or SARB may result in legal action taken against a parent and their child by the District Attorney's Office.

SARB is a formal hearing process whereby those students identified as "**habitual truants**" and his/her parents/guardians are required to meet with the Student Attendance Review Board (SARB). Together the student, family, and SARB enter into a contractual agreement which will attempt to eliminate truancy of their child. Failure to attend the SARB meeting or failure to comply with the agreement or other SARB directives authorizes SARB to take several legal actions against the family and student. SARB is made up of school officials and other community stakeholders.

Education Code Section 48260 defines a truant as a student who is absent from school without a valid excuse for a total of **three (3)** days in one school year or a student who is tardy **three (3)** times for more than thirty (30) minutes without a valid excuse during the school year. Additionally, any combination of **three (3)** unexcused absences or tardies of more than 30 minutes, as defined above, meets the definition of a truant. Truants must be reported to the school district and the SARB. Under Education Code Section 48262 any student that has been reported truant three or more times during the school year may be defined as a "habitual truant."

- When **three-six (3-6)** unexcused absences or combination of absences and tardies have been recorded for a student, a notification letter of poor attendance will be sent by the school to the parents/guardians of the student. Parents/guardians are expected to take the action necessary to correct the attendance problems of their son/daughter. Parents needing help with this action may contact the school.
- When **seven-ten (7-10)** unexcused absences or combination of absences and tardies over 30 minutes have been recorded for a student, a letter alerting the parents/guardians and student of possible SARB action will be sent. Additionally, the letter will require the parents/guardians and student to attend an attendance conference with a school official. At the conference, directives for improving attendance may be a part of a written attendance

KEY POINTS

Research has consistently shown that student achievement increases when parents are actively involved in their student's education.

NOTICE to

Students, Parents or
Guardians:

Students may be excused from school without the consent of a parent or guardian for the purpose of obtaining confidential medical services.
(Education Code Section 46010.1)

contract. A copy of the letter requiring the parents/guardians to attend the mediation conference will be sent to the Santa Clara County District Attorney.

- Should **eleven (11)** unexcused absences or combination of absences and tardies be recorded in a school year, a letter from the East Side Union High School District will direct the truant student and parents/guardians to attend a SARB meeting. At the SARB meeting a presentation will be conducted whereby the student and parents/guardians will be informed of consequences of truancy. A copy of a Juvenile Contact Report may be forwarded to the Santa Clara County District Attorney's Office to verify the student is aware of the consequences.
- Should truancy problems continue with the student after the SARB meeting, the school will refer the truancy matter as a criminal petition/complaint to the Santa Clara County District Attorney's Office.
- Should further action be required if the student and family does not comply with the District Attorney's mediation contract, the parents/guardians will be directed to attend a follow-up meeting with the District Attorney's Office to hear possible legal sanctions by the Santa Clara Superior Court and Juvenile Court.
- If necessary, further action will be taken by Santa Clara County Superior Court and/or Juvenile Court. Such action may include but not limited to the following:
 1. Filing of a criminal complaint against the parents/guardians for not complying with compulsory education statutes. (Education Code Sections 48200 and 48292)
 2. Referral of the truant minor to the Probation Department or to the County Welfare Department under Section 300.
 3. Suspension or delay of driving privileges for the truant minor. (Vehicle Code Section 13202.7)
 4. Possible reductions or loss of State or Federal Government's Financial Aid.

The East Side Union High School District SARB process and referrals to the Santa Clara County District Attorney's office became effective August 1, 1998. Questions concerning SARB should be directed to the school's Associate Principal of Administrative Services.

ENROLLMENT

IMMUNIZATION REQUIREMENTS FOR GRADES 9-12

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

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

Parents

Get health insurance
for your children.
Santa Clara Family
Health Plan
1153 S. King Road,
San Jose, CA 95122.
1-877-688-7234

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

A new California law (AB 354), effective July 1, 2011, requires that all students entering grades 7-12 be vaccinated against pertussis (whooping cough). Beginning July 1, 2012, ALL STUDENTS ARE REQUIRED TO SHOW PROOF OF A TDAP BOOSTER SHOT BEFORE STARTING SCHOOL. Parents are asked to obtain a record of their child's Tdap booster and bring the immunization record to their child's school as soon as possible. Otherwise, schedules will be withheld on the first day of school.

Health Insurance

Need Insurance or Health Care Information?

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

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

HEALTH CARE FOR ALL FAMILIES
Enroll. Get Care. Renew.

Health Coverage Options

Medi-Cal:

- Children, foster youth, pregnant women, adults, US citizens, and immigrants—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.

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/](http://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.

You and your family may qualify for financial help:			
Household Size	If 2015 household income is less than...		If 2015 household income is between...
1	\$16,105	\$31,043	\$16,106 - \$46,80
2	\$21,708	\$41,842	\$21,709 - \$62,920
3	\$27,311	\$52,642	\$27,312 - \$79,160
4	\$32,913	\$63,441	\$32,914 - \$95,400
5	\$38,516	\$74,241	\$38,517 - \$111,640
6	\$44,119	\$85,041	\$44,120 - \$127,880
	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

Renew.

- Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- 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

Undocumented Families visit: www.allinforhealth.org/resources#Undocumented

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.

For more information go to www.allinforhealth.org

RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE (Education Code Section 48204)

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

- (1)(A) A pupil placed within the boundaries of that school district in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.
- (B) An agency placing a pupil in a home or institution described in (A) shall provide evidence to the school that the placement or commitment is pursuant to law.
- (2) A pupil for whom interdistrict attendance has been approved.
- (3) A pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation.
- (4) A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the caregiver's home, unless the school district determines from actual facts that the pupil is not living in the caregiver's home.
- (5) A pupil residing in a state hospital located within the boundaries of that school district.

TRANSFER OPTIONS

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

Open Enrollment (Intradistrict Transfers)

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

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

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

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity.

Except as required for transfers out of Title I Program Improvement schools, the District shall not be obligated to provide transportation for students who attend school outside their attendance area.

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

Interdistrict Transfers

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

Transportation to the new school is the responsibility of the parent/guardian.

RESIDENCY STATUS VERIFICATION FORM

HOMEOWNER RENTER CO-RESIDER

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

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

Student Name: _____ ID Number: _____

Parent/Guardian's Name: _____

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

Work Telephone: (_____) _____ Home Telephone: _____

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

Please initial after each of the following statements indicating that you understand and acknowledge the statement.

- The East Side Union High School District will actively investigate all cases where there is reason to believe false information has been provided on this statement, including the use of a School Attendance Officer to verify residency status (verification may include home visits). *(parent/guardian, please initial here)* _____
- The District may refer cases in which false information has been intentionally provided to the County District Attorney for further action and/or file civil action to recover damages incurred as a result of providing false information. *(parent/guardian, please initial here)* _____
- Persons who provide false information are subject to criminal prosecution for perjury, which is punishable by fine and/or prison term (Up to 4 years in state prison). [Family Code § 6552; Penal Code § 118 and 126] *(parent/guardian, please initial here)* _____
- Persons providing false information also are civilly liable for fraud, negligent misrepresentation, and negligence. Parties found civilly liable may be required to pay all damages caused to the District as a result of providing false information, as well as punitive damages. [Civil Code § 1709] *(parent/guardian, please initial here)* _____
- Persons who induce, obtain or solicit another person to provide false information are subject to the same criminal prosecution, fines, and imprisonment as the person directly committing perjury. [Penal Code §127] *(parent/guardian, please initial here)* _____
- Investigations that reveal students have enrolled on the basis of false information will lead to immediate withdrawal from the District or school. *(parent/guardian, please initial here)* _____

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

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

HOMEOWNER	RENTER	CO-RESIDER	CAREGIVER
<ul style="list-style-type: none"> o Residential Status Verification Statement o Three (3) current official mail communications showing parent/guardian name and address of residency o Escrow papers/property tax payment receipts 	<ul style="list-style-type: none"> o Residential Status Verification Statement o Lease/rental agreement o Three (3) current official mail communications showing parent/guardian name and address of residency 	<ul style="list-style-type: none"> o Residential Status Verification Statement o Lease/rental agreement o Three (3) current official mail communications showing parent / legal guardian name and address of residency 	<ul style="list-style-type: none"> o Notarized caregiver affidavit (qualified relative) o Residential Status Verification Statement o Lease/rental agreement o Three (3) current official mail communications showing parent/guardian name and address of residency

THESE ARE THE DOCUMENTS THAT YOU MAY CHOOSE FROM WHEN REGISTERING YOUR STUDENT. (Official mail communications must be dated within 30 days of registration.):

- Property tax payment receipts, utility service contract/statement/payment receipts, pay stubs, car insurance, car registration, bank statement, Registrar of Voters documentation, California driver's license/ID, correspondence from a government agency

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



Rental Agreement Information:

List of ALL occupants _____

Date the original lease/rental agreement began (original move-in date) : ____ / ____ / ____

Term of current lease/rental agreement: ____ / ____ / ____ - ____ / ____ / ____

Lease/rental agreement renewed: monthly annually indefinite contract

PROPERTY OWNER VERIFICATION

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

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

Property Owner Name (please print) _____

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

Telephone Number (_____) _____

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

CAREGIVER'S AUTHORIZATION AFFIDAVIT

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

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

1. Name of minor: _____

2. Minor's date of birth _____ / _____ / _____

3. Caregiver's Name _____

Date of Birth _____ / _____ / _____

California Driver's License/ID _____

4. Caregiver's Home Address: _____

5. Caregiver's relationship to student _____
(caregiver must be a qualified relative...see attached page for determination of relationship)

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

I have advised the parent(s)/legal guardian(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.

I am unable to contact the parent(s)/legal guardian(s) having legal custody of the minor at this time to notify them of my intended authorization.

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

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

Dated _____

Signature of Caregiver _____

CAREGIVER’S AUTHORIZATION AFFIDAVIT

NOTICES:

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

TO CAREGIVERS:

1. “Qualified relative,” for purposes of item 5, means a spouse, parent, stepparent, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any person denoted by the prefix “grand” or “great,” or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit. The affidavit is invalid after the school, health care provider, or health care service plan receives notice that the minor no longer lives with you.
4. If you do not have the information requested in section 3 (California driver’s license or I.D.), provide another form of identification such as your social security number or Medi-Cal number.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDER AND HEALTH CARE SERVICE PLANS:

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

EAST SIDE UNION HIGH SCHOOL DISTRICT

License Not Required – Determination of Relationship

After the identity of the person claiming to be a *relative has been established, you may use the following to prove the degree of relationship. If the child is:

1. Son or daughter - child's birth certificate
2. Stepson or daughter - child's birth certificate (and marriage license of child's parent and stepparent if it is the unrelated stepparent registering the child)
3. Half-brother or sister - child's birth certificate and half-brother or sister's birth certificate (certificates will show the common parent)
4. Niece or nephew- child's birth certificate, birth certificate of mother or father who is related to the aunt or uncle, and birth certificate of the aunt or uncle
5. Aunt or uncle - same as for niece or nephew
6. First cousin- child's birth certificate, first cousin's birth certificate, birth certificates of the related parents of the cousin
7. Grandson or daughter - child's birth certificate, the birth certificate of the child's parent who is the son or daughter of the grandparent
8. Great grandson or daughter - same as grandparent but add birth certificate of the child's grandparent who is the son or daughter of the great grandparent
9. Other "grand" or "great relatives - add another step back to the relative shown above
10. Brother or sister - child's birth certificate, brother or sister's birth certificate

*RELATIVE – "Relative" means, spouse, parent, stepparent, son, daughter, brother, sister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any such person of the preceding generations denoted by the prefix "grand" or "great". (California Administrative Code, Title 22, Section 80031).

Approved by Board of Trustees 4/8/04

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parent Involvement in School Committees

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

- **School Site Council**—A committee of teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the School Improvement Program and the School Safety Plan per SB 187.
- **School Advisory Committee and English Learners Advisory Committee**—These two committees include parents, staff and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- **Special Committees**—Advisory and information parent and staff committees who meet regularly to plan ways to assist and support magnet and academy program students, non English speaking students and underachieving students.
- **Safety Council**—Each school has a group that meets to review, strengthen and monitor the implementation of the school’s Safety Plan. Contact your school’s Associate Principal for more information.
- **Booster Clubs**—These clubs usually provide support and direction to extra-curricular activities on the campus.

Contact your school’s principal (see pages 9-21 for names and phone numbers) for more information about parent involvement activities.

- **District Advisory Committee/District English Learners Advisory Committee (DAC/DELAC)**—A group of parents, staff and community members, by elected School Site Committees, to provide on-going advice to the Superintendent and Board of Trustees:
 1. Coordinating community resources in a concerted effort to address the academic needs of all students.
 2. Evaluate the consolidated application programs and review information relative to the objectives of the programs to parents and the school community.
 3. Overseeing all state and federal programs to ensure that the needs of the specific targeted student population (GATE, Special Education, EL, Title 1, and At-Risk) are being met in an effective, culturally appropriate and timely manner.
 4. Giving the DAC/DELAC membership a communications forum to actively communicate and share interests, experiences, knowledge and concerns with each other.
 5. The information is shared at each School Site Council’s meetings.

DAC/DELAC Meeting Schedule for 2015-2016

DATE	TIME	LOCATION
Tuesday, October 13, 2015	6:00 p.m.	District Board Room
Tuesday, November 17, 2015	6:00 p.m.	District Board Room
Tuesday, January 12, 2016	6:00 p.m.	District Board Room
Tuesday, March 15, 2016	6:00 p.m.	District Board Room
Tuesday, May 17, 2016	6:00 p.m.	District Board Room
Tuesday, June 14, 2016	6:00 p.m.	District Board Room

Light dinner will be served at 5:30pm.

PLEASE SEE THE DISTRICT WEBSITE FOR DATES AND LOCATIONS OF THE LATINO PARENT COMMITTEE AND AFRICAN-AMERICAN STUDENT ADVOCATES MEETINGS

www.esuhsd.org

Parent Involvement in Extracurricular Activities

The lessons for our students do not end with the final bell of the day if they're involved in extra-curricular activities. In fact, the learning experiences that come from participation in drama, music, speech, athletics, and the like, promote lifetime values that cannot always be learned in the classroom.

Responsibility, respect, fairness, caring, trustworthiness and citizenship are lifetime values taught through extracurricular activities. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations and graceful acceptance of the results.

Your support of these programs or activities is essential as part of our educational mission. Here are some ways you can help:

- Realize that activities and competitions are part of the educational experience and the benefits of involvement go beyond the final score of a game or who wins the competition;
- Encourage our students to perform their best, just as we would urge them on with their classwork;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches/advisors/band leader, etc., face as teachers, and support them as they strive to educate our youth, and your children;
- Respect our opponents as students, and acknowledge them for striving to do their best; treat them with courtesy;
- Develop a sense of dignity under all circumstances; and
- At events, urge our students on with positive cheers; discourage cheers that would redirect the focus - including those that taunt and intimidate opponents, their fans and officials; and reprimanding those who engage in such unsportsmanlike behavior.

You can be a part of a message sent through our community that athletics, drama, music, speech and other activities potentially have lifetime learning experience impact. Unlike events we see on television at the collegiate and professional level where entertainment is the mission and education is not a primary objective, our goal is to have a positive lifelong effect. This message must be communicated if we are to continue to have success in this area.

PARENTAL RIGHTS AND RESPONSIBILITIES

Tips for Parents

Helping Your Teenager Succeed in School

To succeed in school and work, teenagers need to know they are capable of doing a good job. Teachers working daily with high school students report that the most important “school supply” a teenager can bring to school is a “Can Do” attitude. Parents play a major role in building confidence in teenagers by encouraging them in the following ways:

- Be generous with praise—A good rule of thumb is five positive comments for each negative one. Don’t be insincere, but look carefully for things your teenager does right to comment on first—then approach the negative in a positive way.
- Encourage “personal best”—Help your teenager by encouraging him or her to do their “personal best” in school and at home. Remember, “personal best” does not mean “perfect,” and learning is not the same as high grades. Teenagers, like adults, must have the freedom to make mistakes and learn from them.
- **Let your priorities show—Your attitude toward school attendance, education and involvement in the school makes a strong and lasting impression on your teenager.**
- Keep skeletons in the closet—If you want your youngster to succeed, don’t provide such excuses as, “I was never any good at math either.”
- Show interest in school work—Talk about school each day. Ask to see class work, encourage your teenager to discuss new ideas and defend his or her opinions. Express your pride in thoughts expressed and skills shown. Show interest and appreciation.
- Avoid pressuring your teen—Pressure results from comparing one person against another. Inspire a young person to perform to his or her own “personal best.” Have specific suggestions about how your teen can do better:
 - Reading the assignment when it’s given.
 - Keeping a list of new vocabulary.
 - Proofreading material to catch errors, before writing a final draft.
 - Outlining a chapter to prepare for class.
 - Reviewing notes before a test.
- Help set goals—At the beginning of each quarter or semester of the school year ask your teenager to identify three or four goals. (You could settle for just one!) Put the goals where the teenager can frequently refer to them. (Many parents find the refrigerator an excellent spot.) Make sure the goals are more specific than just “better grades.”

Source: NSPRA Resource Files

Credit is given to “It Starts on the Frontline/January 2000”, published by the National School Public Relations Association, 15948 Derwood Road, Rockville, MD 20855; 301.519.0496; www.nspr.org.

Rights of Parents or Guardians of Minor Pupils

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

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

32255—As use in this chapter:

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

32255.1—

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

KEY POINTS

Rights of Parents or Guardians Policy contains information on:

- *Absences for Religious and Personal Reasons*
- *Immunization*
- *Administration of prescribed medication*
- *Refusal to consent to physical examination*
- *Medical and hospital service for pupils*
- *Excuse from Health Instruction due to religious beliefs*
- *Sex Education courses*
- *Alternative Schools*
- *Home instruction*

- f) A pupil's objection to participating in an educational project pursuant to this section shall be substantiated by a note from his or her parent/guardian.

32255.3—

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

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

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

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

REQUIRED NOTIFICATION OF RIGHTS; TIME OF NOTIFICATION

48980—

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

COOPERATION IN CONTROL OF COMMUNICABLE DISEASES AND IMMUNIZATION OF PUPILS

49403—(a) Anything to the contrary notwithstanding, the governing board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose the board may use any funds, property, and personnel of the district, and may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse acting under the direction of a supervising physician and surgeon as provided in subdivisions (b) and (c), to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such immunizing agent.

ADMINISTRATION OF PRESCRIBED MEDICATION FOR PUPIL

49423—Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives: (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, and (2) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement.

PARENT'S REFUSAL TO CONSENT

49451—A parent/guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he/she is enrolled a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS

49472—The governing board of any school district or districts which does not employ at least five physicians as full-time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular school day of such district or districts or while being transported by the district or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No pupil shall be compelled to accept such service without his/her consent, or if a minor without the consent of his/her parent/guardian. The cost of the insurance or membership may be paid from the funds of the district or districts, or by the insured pupil, his/her parent/guardian. Such insurance may be purchased from, or such membership may be taken in by, only such companies or corporations who are authorized to do business in California.

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

51240—Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent/guardian of any pupil, the pupil, on written request of the parent/guardian, shall be excused from the part of the instruction that conflicts with such religious training and beliefs.

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

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

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

HIV/AIDS prevention instruction includes:

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

You can examine instructional materials for this unit of instruction at the main office of your son or daughter's high school. If you have questions, please see the teacher or principal. State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please return the *Lesson Withdrawal Form* on page 63 to your student's biology course teacher by December 1, 2015. The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life.

East Side Union High School District Guide for Grading (Policy #6155.1)

Criteria for Grades

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

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

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

Range of Grades

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

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

- A The student has attained excellent mastery of objectives.
 - B The student has attained above average mastery of objectives.
 - C The student has attained satisfactory mastery of objectives.
 - D The student has attained minimal mastery of objectives.
 - F The student has not attained minimal mastery of course objectives.
 - I (Incomplete) The student has attained only partial mastery of objectives due to extenuating circumstances. A designated grade “A” to “F” must accompany the INC. The student must satisfactorily complete objectives within twenty school days or the incomplete will revert to the designated grade.
 - P or NP (Passed or Not Passed) The student assistant/aide will receive a grade of passed or not passed.
 - AUD (Audit) A student has not attained minimal mastery of objectives in summer school.
 - WD (Withdrawal) A student has withdrawn from summer school for any reason.
- The range of grades to compute GPA will be based on a four-point system (A-4.0 to F-0). INC, P, NP, AUD and WD will not be used for GPA.

Semester grades are used to compute GPA. Grades issued at the end of six weeks are progress grades only.

Classroom Behavior

Course objectives should include learning and demonstrating appropriate student behavior; such behavior may be graded after expectations have been made clear to the student.

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

Participation

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

Summer School

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

Unexcused Absences

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

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

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

Withdrawal from Classes

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

Examinations

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

Dissemination of Examination

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

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

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

Examination Return Procedure

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

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

Secure Examinations That May Be Exempted

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

Types of Exams That May Be Exempted

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

Alternatives to Returning of Secure Exams

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

Exam Return Appeal Procedure

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

1. First Level

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

2. Second Level

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

MONITOR YOUR STUDENT'S PROGRESS

ANNUAL CHECKLIST

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

IMPORTANT STEPS

9TH GRADE

- Students should start 4-year plan to ensure they take all the required courses.
- Parents should review student's schedule of classes for the 10th grade.
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if the student has failed any courses explore summer school options. (contact school counselor)
- Parents should check class selections for 10th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC A-G or CSU requirements.

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

10TH GRADE

- Students should take the PSAT (Preliminary Scholastic Aptitude Test) in October. This test is highly recommended for students planning to go to college.
- **Parents and students should attend the District's College Night scheduled for September 30, 2015, at Independence High School, 1776 Educational Park Drive.**
- Parents should encourage students to participate in Career Center activities.
- Students should take the California High School Exit Exam. (See pages 73 for more information.)
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if the student has failed any courses explore summer school options. (contact school counselor)
- Parents should check class selections for 11th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.

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

11TH GRADE

- Students should take the PSAT in October, even if they have already taken the test in 10th grade. The 11th grade is the most important year for this test. This test prepares college bound students for the SAT Reasoning Test and ACT which are given in the spring and in their senior year. (Test schedules are on pages 76-77.)

***Attend
College Night!
September 30, 2015
Independence
High School
1776 Educational
Park Drive.
College Night is open
to students from all
schools.***

- Students should utilize computers for college and/or career information.
- Students should begin planning and make appointments with recruiters if they are interested in the military.
- Students should take SAT Subject Tests in math, writing and an additional subject area, such as foreign language, science, English literature or social science if they plan on going to a University of California. (Test schedule is on page 76.)
- **Parents and students should attend the District's College Night scheduled for September 30, 2015, at Independence High School, 1776 Educational Park Drive.**
- Students should take the SAT Reasoning Test or ACT, a requirement for most four year colleges or universities.
- Students and parents should explore financial aid procedures and options, the school's career center has valuable information for students.
- Students should begin identifying teachers and community people who can write letters of recommendation for college.
- Students should keep records of community involvement and extracurricular activities for college and/or work applications.
- Parents should review semester report card and if your student has failed any courses explore summer school options (contact school counselor).
- Parents should check class selections for 12th grade.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.

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

12TH GRADE

- Students should take SAT Reasoning Test (Scholastic Aptitude Test) and/or ACT (American College Test) even if they took it in 11th grade. These tests are required by most 4-year schools for college admission.
- Students should review their credit status for graduation to ensure that they have taken all the necessary courses. Contact a counselor if there are questions or concerns.
- Parents and students should review and update student's 4-year plan and check progress toward meeting graduation requirements and UC and CSU requirements.

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

- Students should participate college visitations/activities and start sending in applications for admission to colleges.
- Students and parents should attend school sponsored financial aid workshops.
- Students should take SAT Subject Tests in math, writing and an additional subject area, such as foreign language, science, English literature or social science if they plan on going to the University of California.
- **Students should attend the District's College Night scheduled for September 30, 2015, at Independence High School, 1776 Educational Park Drive.**
- Students should check the deadline for college applications for admission into University of California and California State Universities; it is usually the end of November.
- Parents and students should check deadlines for submission of Financial Aid forms.
- Students should take advantage of district sponsored visits and orientations for community colleges and colleges.

Formal Complaints From the Public Concerning District Employees (Administrative Regulation #1312.1)

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

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4144/4244/4344 - Complaints)

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

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter

6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9323 - Meeting Conduct)

12. The decision of the Board shall be final. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Complaints Concerning District Employees (Board Policy #1312.1)

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

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

(cf. 1312.2 - Complaints Concerning Instructional Material)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515.2 - Disruptions)

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

Legal Reference:

Education Code Sections

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

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

Date: _____

To: _____
Principal/Immediate Supervisor

Location

From: _____
Name

Address

Phone Number

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

Nature of the complaint:

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

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

Signature of Originator

Signature of Originator

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

Board Policy BP 1312.3

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the District has the primary responsibility to insure compliance with applicable State and Federal laws and regulations governing educational programs. The District shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation or bullying, and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

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

East Side Union High School District shall investigate complaints alleging failure to comply with applicable State and Federal laws and regulations including, but not limited to, allegations about discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with East Side Union High School District's Uniform Complaint Procedures.

If a public school finds merit in a pupil fees complaint, the public school shall provide a remedy to all affected pupils, parents, and guardians that where applicable includes reasonable efforts by the public school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the State board.

Ensuring that East Side Union High School District will attempt in good faith, by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

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

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

The district shall use the Uniform Complaint Procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying, in district programs and activities based on actual or perceived characteristics such as race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity and gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Uniform Complaint Procedures shall also be used to address any complaint alleging the District's failure to comply with State and/or Federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board acknowledges and respects students and employee rights to privacy. Discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. The District ensures that the complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying will remain confidential as appropriate. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis.

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

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The District's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials.
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff.
3. Teacher vacancies and misassignments.
4. Deficiency in the District's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination.

COMPLIANCE OFFICERS

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

Assistant Superintendent of Educational Services
830 North Capitol Avenue
San José, CA 95133
408.347.5061

NOTIFICATIONS

The annual notification will be disseminated to the following groups as follows:

The Superintendent or designee shall annually provide the written notification of the District's Uniform Complaint Procedures to students, employees, parents/ guardians, school and district advisory committees, appropriate private school officials or representatives and other interested parties. (5 CCR 4622)

Complete copies of the District's Uniform Complaint Procedures are available free of charge from the office of the Assistant Superintendent of Educational Services and each school site.

PROCEDURES

The following procedures shall be used to address all complaints that allege that the District has violated Federal or State laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

All parties involved shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

STEP 1: FILING OF A COMPLAINT

1. Any individual, public agency or organization may file a written complaint with the Assistant Superintendent of Instructional Services or other officer designated by the Board, alleging a matter which, if true, would constitute a violation by that local educational agency of federal or state law or regulation governing the programs listed. However, complainants need not use the District's complaint form in order to file a complaint.
2. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint not later than six months from the date of the alleged discrimination, harassment, intimidation or bullying, or the date the complainant first obtained knowledge of the facts of the discrimination, harassment, intimidation or bullying.
3. The complaint may be filed by one who alleges that he or she has personally suffered said unlawful discrimination, harassment, intimidation or bullying, or by one who believes an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.
4. The complaint shall be filed with the Assistant Superintendent of Educational Services or other officer designated by the Board.

STEP 2: MEDIATION

The District may attempt to resolve complaints through mediation prior to the initiation of a formal compliance investigation. Conducting local mediation shall not extend the local time lines for investigating and resolving complaints at the local level unless the complainant agrees, in writing, to the extension of the time line. In no event shall mediation be mandatory in resolving complaints.

STEP 3: INVESTIGATION OF COMPLAINT

Within sixty (60) days from receipt of the complaint or within a timeline that has been specified in a written agreement with the complainant, the Assistant Superintendent of Educational Services or other officer designated by the Board, shall complete the investigation of the complaint in accordance with the local procedures and prepare a written decision.

The investigation shall provide an opportunity for the complainant and/or the complainant's representative to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail to refuse or cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: DISTRICT RESPONSE

The District Decision (the Decision), shall be in writing and sent to the complainant within sixty (60) days from receipt of the complaint by the District unless the complainant agrees in writing to an extension of time. The Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

STEP 5: FINAL WRITTEN DECISION

The report will contain the following elements:

1. The findings of fact based on the evidence gathered.
2. Conclusion(s) of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the decision to the California Department of Education (CDE).
7. Procedures to be followed for initiating an appeal to CDE.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

An appeal to the California Department of Education must be filed within fifteen (15) days from receipt of the District's Decision.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies under State or Federal discrimination, intimidation or bullying laws outside of the District’s complaint procedures. Such remedies may include mediation centers, public/private legal interest attorneys, injunctions, restraining orders, etc. For discrimination, harassment, intimidation or bullying complaints, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance you may contact:

- Legal Aid Society of Santa Clara County408.283.1535 ext. 268
- Bay Area Legal Aid408.283.3700
- A private attorney*
- Local Assistance Centers*

** Please consult your local white/yellow pages and/or business directory.*

Submission Procedures

1. You may submit this form in person or by mail to your school principal, or
2. You may submit this form in person or by mail to:

UCP Administrator
(Superintendent’s Designee)
830 N. Capitol Avenue
San Jose, CA 95133

However, complainants need not sure the District’s complaint form in order to file a complaint.

3. Please retain a copy for your files.

Response

The District’s decision shall be in writing and mailed to you within 60 days of receipt of this complaint.

Appeal

You may appeal the District’s decision in this matter to the Superintendent of Public Instruction, California Department of Education, within 15 days from receipt of the District’s decision.

Assistance

You may seek assistance in this matter from:

- The Santa Clara County Superintendent of Schools: Phone (408) 453-6511
- The California Superintendent of Public Instruction: Phone (916) 657-4766
- A private attorney*
- A local mediation center*
- Local Assistance Centers*

**Please consult your local white/yellow pages and/or business directory.*

UNIFORM COMPLAINT PROCEDURE (UCP)

This form may be completed and submitted when a person or organization believes the District has violated a Federal or State law or regulation governing one of the following: 1) Adult Basic Education, 2) Consolidated Categorical Aid Programs, 3) Migrant Education, 4) Vocational Education, 5) Child Care and Development, 6) Child Nutrition, 7) Special Education, 8) Title VII, 9) and the implementation of the Local Control Funding Formula (LCFF) and the requirements regarding the development and adoption of the Local Control Accountability Plan (LCAP). However complainants need not use the District's complaint form in order to file a complaint.

For Williams Settlement Complaint Procedures: (a) Sufficiency of Materials, (b) Emergency or Urgent Facilities Issues, or (c) Teacher Vacancies and Misassignment Issues, USE SEPARATE WILLIAMS COMPLAINT FORM.

Date: _____

TO: _____ or ESUHSD UCP Administrator
 Principal / Immediate Supervisor

_____ 830 North Capitol Avenue
 Address

_____ San Jose, California 95133
 City / State / Zip

FROM:

Name(s) _____

Address(es) _____

Telephone Number(s) _____

Program addressed in this complaint:

Nature of this complaint:

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

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

Signature of Originator

WILLIAMS UNIFORM COMPLAINT PROCEDURES – SUPPLEMENTAL ADMINISTRATIVE REGULATIONS

A. Types of Complaints

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

1. Textbook and instructional materials:

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

2. Teacher vacancy or misassignment

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

3. Facilities

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

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code Section 35292.5.

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

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

4. High school exit examination intensive instruction and services

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code Section 37254(d)(4) and (5) after completion of grade 12 for two consecutive years or until the pupil passed both parts of the exam, whichever comes first. (Education Code Section 35186)

B. Filing of Complaint

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

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

2. The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code Section 35186);
3. Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is required, the responses shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code Section 35186). If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code Section 36186); when Education Code Section 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code Section 35186)

4. For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item (a) above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the District's response (Education Code Section 35186). The complainant shall comply with the appeal requirements of 5 CCR 4632. A copy of the complaint and the District decision needs to be attached.

C. Reports

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

D. Forms and Notices

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

E. Notice to Parents/Guardians: Complaint Rights

1. Education Code Section 35186 requires that the following notice be posted in each classroom in each school in the District.
 - a. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.
 - b. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
 - c. There shall be no teacher vacancies or misassignments.
 - d. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two (2) consecutive academic years after the completion of grade 12.
 - e. To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school district's or California Department of Education's website.

**East Side Union High School District
Uniform Complaint Procedure Form
For Education Code Section 35186 Complaints**

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

Response requested: Yes No

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

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

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

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

2. Facility Conditions

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

3. Teacher Vacancy or Misassignment

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

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: _____

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

Course or Grade Level and Teacher Name: _____

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

Please file this complaint with the principal.

8/09

ACCESS TO STUDENT RECORDS

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

KEY POINTS

- *Contact the principal if you want access to your student's records*

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

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

Education Code Section 49070: Challenging the Content of Student Records

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

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

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

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

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

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

- (1) Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:
 - A. School officials and employees of the District, members of a school attendance review board appointed pursuant to Section 48321, and any volunteer aide, 18 years or

- older, who has been investigated, selected, and trained by a school attendance review board for the purpose of providing follow-up services to pupils referred to the school attendance review board, provided that the person has a legitimate educational interest to inspect a record. "School officials and employees" are defined as paid employees or elected officials of the East Side Union High School District whose official duties may require access to the file of a particular student. "Legitimate educational interest" is determined by the nature of the duties of the person seeking access to student files.
- B. Officials and employees of other public schools or school systems, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided or where the pupil intends to or is directed to enroll, subject to the right of parents as provided in Section 49068.
 - C. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, and administrative head of an education agency, state education officials, or their respective designees, or the United States Office of Civil Rights, where the information is necessary to audit or evaluate a state or federally supported education program or pursuant to a Federal or State law, provided that except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of pupils or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for the audit, evaluation, and enforcement of federal legal requirements.
 - D. Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 17, 1974.
 - E. Parents of a pupil 18 years of age or older who is a dependent as defined in Section 152 of Title 26 of the US Code.
 - F. A pupil 16 years of age or older or having completed the 10th grade who requests access.
 - G. Any district attorney who is participating in or conducting a truancy mediation program pursuant to Section 48263.5, or Section 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
 - H. A prosecuting agency for consideration against a parent/guardian for failure to comply with the Compulsory Education Law or Compulsory Continuation Education.
 - I. Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation.
 - J. Any judge or probation officer for the purpose of conducting a truancy mediation program for a pupil, or for purposes of presenting evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code. The judge or probation officer shall certify in writing to the school district that the information will be used only for truancy purposes. A school district releasing pupil information to a judge or probation officer pursuant to this paragraph shall inform, or provide written notification to, the parent/guardian of the pupil within 24 hours of the release of the information.
 - K. Any county placing agency for the purpose of fulfilling the requirements of the health and education summary required pursuant to Section 16010 of the Welfare and Institutions Code or for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law and to assist with the school transfer or enrollment of a pupil. School districts, county offices of education, and county placing agencies may develop cooperative agreements to facilitate confidential access to and exchange of pupil information by electronic mail, facsimile, electronic format, or other secure means.
- (2) School districts may release information from pupil records to the following:
- A. Appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other persons.
 - B. Agencies or organizations in connection with the application of a pupil for, or receipt of, financial aid. However, information permitting the personal identification of a pupil or his or her parents may be disclosed only as may be necessary for purposes as to determine the eligibility of the pupil for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.

- C. The county elections official, for the purpose of identifying pupils eligible to register to vote, and for conducting programs to offer pupils an opportunity to register to vote. The information, however, shall not be used for any other purpose or given or transferred to any other person or agency.
- D. Accrediting associations in order to carry out their accreditation functions.
- E. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs, and improving instruction, if the studies are conducted in a manner that will not permit the personal identification of pupils or their parents by persons other than representatives of the organizations and the information will be destroyed when no longer needed for the purpose for which it is obtained.
- F. Officials and employees of private schools or school systems where the pupil is enrolled or intends to enroll, subject to the rights of parents as provided in Section 49068.

(3) Persons, agencies or organizations permitted access to pupil records pursuant to this section may not permit access to any information obtained from those records by any other person, persons, agency, or organization, except for allowable exceptions contained within the Federal FERPA Act of 2001 and State law, without the written consent of the pupil's parent. However, this paragraph does not require prior parental consent when information obtained pursuant to this section is shared with other persons within the educational institution, agency, or organization obtaining access, so long as those persons have a legitimate interest in the information.

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

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

Electronic Transfer of Data to State

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

KEY POINT

- **Military Recruiters Information:** *The No Child Left Behind Act of 2001 requires that school districts disclose the names, addresses and telephone numbers of high school students to military recruiters upon request, unless parents request that this information not be released without prior written consent. Parents have the option of making such a request. If you do not want your student's name released to armed services, submit the form and return to your student's school. (Please note: Forms are available at the school, on the district web site www.esuhd.org in the parents section.)*

DIRECTORY INFORMATION

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

PICTURES

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

INFORMATION SUPERHIGHWAY HAS RULES

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

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

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

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

PARENT NOTIFICATION AND OPT-OUT FORM

FOR STUDENT HEALTH AND WELLNESS SURVEYS ADMINISTERED BY THE EAST SIDE UNION HIGH SCHOOL DISTRICT

(Including the California Healthy Kids Survey, the State Student Behavior Survey, National Youth Risk Behavior Survey and other behavior surveys related to specific grants)

Dear Parent or Guardian,

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

The following are facts to help you make your decision:

Survey Content: Surveys usually take one class period to complete. They gather information on health-risk behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; sexual activity, violence, gang membership, and delinquency. There are no questions about family values or religious beliefs.

Student Selection: Students are selected *randomly* by grade level within certain courses of study.

It is Voluntary: Students answer the questions they want to answer and they may stop at any time. Before the survey begins, the survey's purpose, content, and procedures will be explained again. They can opt-out.

It is Anonymous & Confidential: Your child's privacy is protected. No names are recorded or attached to the surveys. No information will permit your child to be identified or connected with his/her answers. Survey administrators have signed pledges of confidentiality.

Survey Follow Up: The Survey results are made available to the schools to share with the staff, students and parents. The school's Student Support Services are available to answer personal questions that may arise. In rare instances, some discomfort might be experienced from some of the questions.

More Information and Viewing Survey Content: Read the information on the opposite page on how the survey results are used by the schools and how to obtain more information and view some of the Surveys.

Thank you for your support.

*If you do not want your son/daughter to participate,
complete the opposite side of this Opt-Out Form
and return to your School's Principal.*

Due by October 1st.

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

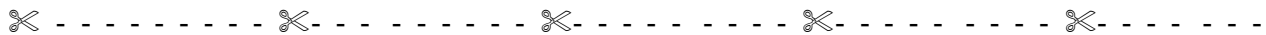
You may examine some of the questionnaires in the District’s Student Services Office, at your school’s Student Support Service Center or at the websites listed below:

- ◆ District’s web-page www.esuhsd.org (select “*Student Services*”, then go to “*Healthy Kids Report*”)
- ◆ The California Healthy Kids Survey (CHKS) toll free at (888) 841-7536 or www.californiahealthykids.org then select “*Surveys and Reports*”. This survey may be given in our District on an annual basis.
- ◆ California Student Survey (given every two years for the state’s “snap shot” overview of youth).
- ◆ National Center for Disease Control Youth Risk Behavior Survey www.cdc.gov/HealthyYouth/yrbs/index.htm

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

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

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



STUDENT HEALTH AND WELLNESS SURVEY OPT-OUT FORM

This will be kept on file until your son or daughter graduates or moves out of our area. By returning this form, ***I DO NOT give permission*** for my student to participate in any surveys as described above.

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

RETURN TO YOUR HOME SCHOOL BY OCTOBER 1st

Mandatory HIV / AIDS Curriculum

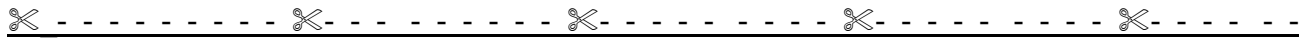
California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California *Education Code* Section 51933). The District may not pick and choose topics to teach.

HIV/AIDS prevention instruction includes:

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

You can examine instructional materials for this unit of instruction at the main office of your son or daughter's high school. If you have questions, please see the teacher or principal. State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please return the *Lesson Withdrawal Form* that follows this letter to your student's biology course teacher by **December 1, 2015**.

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



HIV/AIDS Passive Consent Notification

HIV/AIDS Lesson Withdrawal Form

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

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

Student ID#: _____ School: _____

Biology teacher's name: _____

Signature: _____ Date: _____

Please return to your student's biology course teacher by December 1, 2015.

**East Side Union High School District
COLLEGE/CAREER PATH OPT OUT FORM**

Section 9528 of the *No Child Left Behind* legislation requires school districts that are receiving assistance under *NCLB* to provide military recruiters or institutions of high education access to secondary school students' names, addresses and telephone numbers. The *NCLB Act* allows military recruiters the same access to schools that college and company recruiters have. However a student or parent can request that such information not be released without prior written parental consent. The school district "shall notify parents of the option to make a request and shall comply with any request". The notification must advise parents on how to opt out, including a timeline in which to do so. To comply with the *NCLB Act*, East Side Union High School District is including this information in this Parent Handbook.

Timeline

August 30th or Before

Parent Handbook Mailed to All Parents/Guardians of ESUHS District Students

First Monday in November

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

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

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

EDUCATIONAL

CAREER

MILITARY

DO NOT RELEASE STUDENT'S INFORMATION

As a student _____ , I do not
(Student's Name)

As parent/guardian of _____ , I do not
(Student's Name)

give permission for _____ to release
(Name of High School)

any information regarding the above named student.

(Student/Parent/Guardian Signature)

(Date)

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



Preparing every student to thrive in a global society.

**REFUSAL FOR
PHOTOGRAPHS, VIDEOS, AND
OTHER RECORDINGS**

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

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

Student Name _____

School _____

ID Number _____ DOB _____

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

Student's Signature _____

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

Date _____

East Side Union High School District Board of Trustees

Van T. Le, President Lan Nguyen, Vice President Frank Biehl, Clerk J. Manuel Herrera, Member Pattie Cortese, Member
Chris D. Funk, Superintendent

830 N. Capitol Ave. | San Jose, CA 95133 | T 408.347.5000 | F 408.347.5015 | esuhd.org

ALTERNATIVE ACADEMIC PROGRAMS

KEY POINT

East Side offers excellent Alternative Education Programs for students. Call 408.928.9111 for information.

Note

Numerous Career Technical Education courses are approved for fulfillment of "a-g" subject requirements.

NOTICE OF ALTERNATIVE SCHOOLS

California State law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code Section defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility and joy.
- b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office 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. (Education Code Section 58501)

THE INDEPENDENT STUDY OPTION DESCRIPTION

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

Services and Curriculum

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

Student Options and Responsibilities

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

Pre-requisites

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

INDIVIDUALIZED HOME AND HOSPITAL INSTRUCTION

A student who is temporarily disabled and will be unable to attend school for a period in excess of two weeks may receive individualized instruction at home up to one hour per school day. Please call the school for a full description of the program and criteria for receiving such instruction.

A student who is placed in a hospital or other residential health facility will be provided educational services by the school district in whose attendance area the facility is located. Parents are responsible for notifying the appropriate school district of the need for such educational services. (Education Code Section 48206.3)

Central County Occupational Center (CCOC)— Career Technical Education

Overview

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

Students pay no fees while attending CCOC. Students are bussed from their home high school daily to CCOC for instruction. Students can select either morning classes or afternoon classes, depending on their home school schedule. The classes offered at CCOC require up-to-date, well-equipped, specialized facilities not available at the home high school. Units of credits are determined and granted by the home school. Students successfully completing one year at CCOC receive a minimum of 30 elective units that go towards graduation requirements. In addition, articulation agreements are in effect between CCOC and Evergreen Valley Community College, San Jose City College, West Valley Community College, De Anza Community College and Mission Community College. Students are able to attain advanced standing or college credits for their CCOC courses if they complete two semesters in the CCOC program with a grade of "B" or better.

CCOC offers something for everyone. CCOC is currently offering classes in Automotive Technology, Business information Systems, Communication Arts, Construction Technology, Cosmetology, Electronic Technology, Industrial Technology, Mechanical Maintenance, Hospitality, Health and Community Services.

Parents and students are invited to tour CCOC at any time. This can be arranged through the home high school or directly by contacting CCOC at 408.734.6400. For more information or to enroll, please contact your home high school guidance counselor.



EAST SIDE UNION HIGH SCHOOL DISTRICT

A-G and Graduation Requirements

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

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

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

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



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

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

District Accountability & Goals:

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

Alignment with A-G

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

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

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

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

Students must also pass the California High School Exit Exam (CAHSEE) to graduate from ESUHSD.

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

Board Resolution

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

Passing Grades

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

Eligibility for College

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

A-G Eligible Courses

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

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

Four-Year Course Planner

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

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

Mission/Purpose:

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

Goal:

Each student will complete a comprehensive college/career plan developed and monitored in collaboration with a guidance counselor.

Counseling Services:

To ensure student success, counselors will:

- Facilitate access to support services to meet a student's needs, including collaboration with other service providers.
- Meet with students a minimum of two times a year to develop a personal relationship with each counselee to review their four-year plan.
- Provide one-on-one interventions for at-risk student populations, such as EL and SpEd.
- Monitor graduation progress annually.
- Communicate student graduation/four-year plan status to parents and students each year.
- Evaluate students' "A-G" courses to ensure all students are college eligible.
- Assist students signing up for summer school/college enrichment/remediation classes.
- Meet with students each spring to confirm the student's next year schedule is aligned to their graduation/four-year plan.
- Provide information concerning vocational and career training through SVCTE and other agencies.
- Provide opportunities for college/career representatives to present information to students.
- Participate in professional development opportunities to stay updated on the latest college admissions and financial aid information.
- Work with students to develop a comprehensive four-year plan that will be reviewed and updated annually.
- Utilize technology to help students explore college/career pathways by matching interests and personality types.
- Provide information to students needing to attend credit recovery options to make up credit deficiencies (i.e., Summer School, Adult Education, Cyber High, etc.).

GRADE LEVEL FOCUS CHART

ESUHSD COUNSELING SERVICES

<p><u>NINTH GRADE FOCUS</u></p> <p><i>Personal Exploration</i></p>	<ul style="list-style-type: none"> • Transitioning to high school • College/career exploration • Development of four-year plan • Graduation status review 	<p>Students will understand the ESUHSD graduation requirements with the goal of earning 60 credits per year. Students will begin to explore college/career interests.</p>
<p><u>TENTH GRADE FOCUS</u></p> <p><i>Academic Exploration</i></p>	<ul style="list-style-type: none"> • Development of a four-year plan (continued) • CAHSEE as graduation requirement • PSAT for college preparation • Graduation status review 	<p>Students will take CAHSEE and take PSAT (understand scores & significance).</p>
<p><u>ELEVENTH GRADE FOCUS</u></p> <p><i>Refinement of Career/College Goals</i></p>	<ul style="list-style-type: none"> • College/career planning (continued) • SAT and ACT preparation • A-G Evaluation • Graduation status review 	<p>Students will solidify their college or career plan and take the necessary steps to reach their goal.</p>
<p><u>TWELFTH GRADE FOCUS</u></p> <p><i>Post High School Planning</i></p>	<ul style="list-style-type: none"> • Graduation status review • College/career search/match • Major search/match (college bound) • College application strategies and assistance • Financial aid application support • Appropriate recommendation for at-risk seniors 	<p>Students will graduate and clearly articulate their post-graduation plan.</p>

California High School Exit Exam

To Parents and Guardians

Beginning in the 2005-06 school year, all California public school students must meet the CAHSEE and all other state and local requirements to receive their high school diploma.

What is the CAHSEE?

State law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. Beginning with the 2006-07 school year, all California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics.

What subjects does the CAHSEE cover?

The CAHSEE has two parts: English-language arts and mathematics. Test questions address California academic content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should master to graduate from high school.

English-Language Arts

One part of the CAHSEE addresses state English-language arts content standards through grade ten. This part of the exam, which consists of multiple-choice questions and a writing task, has a reading and decoding section and a writing section. The reading and decoding section covers vocabulary, informational reading, and literary reading. This section includes 50% literary texts and 50% informational texts. The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to write one essay on a specific topic or in response to a literary or informational passage.

Mathematics

The other part of the CAHSEE addresses state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra 1. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. The math part of the exam consists of all multiple-choice questions.

For more information on the content of the CAHSEE, please see the CAHSEE blueprints on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

What is done to assist students with special needs?

A student with special needs may need to take the CAHSEE with a test variation. A test variation is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is intended to be tested by the CAHSEE, whereas a modification is a change that alters what is intended to be tested. Any student whose Individualized Education Program (IEP) or Section 504 Plan specifies the need for accommodations or modifications for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessment must be allowed to use them for the CAHSEE. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and have earned the equivalent of a passing score may be eligible for a diploma if a waiver of the requirement to pass one or both parts of the CAHSEE is granted by the local school board. Parents or guardians must ask the school to submit a waiver on behalf of their child. More information on accommodations and modifications can be found on the CDE Web site or by contacting your local high school or school district. Students with an IEP or qualifying Section 504 Plan may be exempt from passing the CAHSEE as part of graduation requirements although they must continue to take the exam. This state policy changes based on state law, so parents/students should speak with their case manager and school administration for current information.

What is done to assist English learners?

Students who are English learners are required to take the CAHSEE in grade ten with all other tenth grade students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (Education Code Section 60852). During this time, they are still required to take the CAHSEE. All students must pass the CAHSEE in English to receive their high school diploma. Recently, test variations for English learners were added to the CAHSEE regulations.

When do parents and guardians receive their student's CAHSEE results?

About ten weeks after the exam is administered, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive these reports, they will distribute one copy to parents and guardians and place the other copy in the student's permanent record. This notification process occurs after each test administration.

A scale score of 350 or higher is required on each part of the CAHSEE to pass. Students do not need to pass both parts of the CAHSEE at the same administration in order to pass the CAHSEE. Students who do not pass one or both parts of the CAHSEE in grade ten will have additional opportunities in grade eleven and yet again in grade twelve, if needed. In addition, students may have continue to take the test after grade twelve.

Do parents need to keep a copy of their child's results?

Yes. It is important that parents keep a copy of the student report for their records. The California Department of Education does not keep a copy of individual student reports because all individual student scores are confidential.

How many opportunities do students have to pass the CAHSEE?

All students are required to take the CAHSEE for the first time in grade ten in either February or March, with make-up days in either March or May. Students who do not pass one or both parts of the CAHSEE in grade ten will be given up to five additional opportunities to retake the test. Students retake only the part(s) of the exam not passed. The CAHSEE testing schedule for the 2015-16 school year is posted on the Internet at <http://www.cde.ca.gov/ta/tg/hs/cahsee201516admdates.asp>. School districts select their schools' testing dates from this schedule.

What happens if students do not pass the CAHSEE?

School districts and/or schools are to provide additional instruction to assist students who do not pass the exam. Contact your school for more information on the programs offered in your area.

What if a student does not pass the exam by the end of the 12th grade?

The Valenzuela Settlement provides by law that school districts must now provide services and testing opportunities for all students who do not pass the CAHSEE by the end of their 12th grade year for two additional years. Students who wish to take the test can contact the testing department at 408-347-5158

Is the CAHSEE used for school and school district accountability purposes?

Yes. The state and federal governments use the CAHSEE as a measure of school and school district accountability. The state accountability program is the Public Schools Accountability Act, and the federal accountability program is No Child Left Behind Act. The use of CAHSEE results for the state and federal accountability programs in no way affects how the CAHSEE is used for individual student accountability. It is important that all grade ten students participate in the CAHSEE administration.

How can parents and guardians get their questions answered about the CAHSEE?

Additional information about the CAHSEE is posted on the CDE Web site at: <http://www.cde.ca.gov/ta/tg/hs>. If parents and guardians have additional questions, they should direct their questions to their student's teachers or contact the school office or counselor.

California Assessment of Student Performance and Progress (CAASPP)

Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California's schools, now called the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is based on the State's new California Common Core State Standards (CA CCSS) for English Language Arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards. The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. All eleventh grade students take the new exams. For our severely disabled students, an alternative exam is available. In addition, 10th graders take a Life Science exam.

California Education Code states that parents/guardians can submit a written request to the principal of their student's school if they do not wish to have their student take any or all parts of the State's CAASPP tests. ESUHSD teachers and schools support students to do well on the tests and help them learn test-taking skills that will enable them to be successful throughout their school career and beyond. We encourage parents to contact their child's teacher or principal with any concerns they may have about the tests before they request that their student be excluded from taking the test(s).

Additional State Testing

- All 9th graders take the Physical Fitness test in early spring, which assesses student physical wellness. Students not passing the Physical Fitness test in the 9th grade must take physical education (Ed. Code) in the 10th grade and retake the Physical Fitness test.
- The English proficiency of all English Language Learners (ELLs) is assessed using the California English Language Development Test (CELDT). A portion of the CELDT is administered, if possible, during the summer. The rest of the exam is given during October of each year.

District Measurement of Student Growth

The District uses the following instruments to measure student growth:

9th grade mathematics - Each ninth grader is tested in mathematics using a "Mock CAHSEE" in the fall and spring. It covers the standards which are tested on the California High School Exit Exam. The results are used to identify areas of instructional need to prepare students for this important test as well as identify students who will need additional instruction prior to taking the test in their tenth grade year.

9th grade Reading – all ninth graders are administered the "DRP" reading test. Results allow teachers to focus their instruction on the skills needed for a student to improve his or her level of academic achievement. A comparison of the fall and spring scores determines whether the student is making progress. Results also help target students for intensive reading instruction.

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

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

College Tests

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

This test will be given October 14 and 28, 2015 for sophomores and juniors. It gives students a preview of the types of questions that will appear on the SAT Reasoning Test—Scholastic Aptitude Test. 11th grade scores from this test are used to determine candidates for the National Merit Scholarships.

SAT Reasoning Test (Scholastic Aptitude Test)

Many four year colleges require students to take the SAT Reasoning Test. The SAT Reasoning Test is given several times a year. The schedule for 2015-16 is listed below. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. Students are encouraged to take the test in their junior and senior year.

<i>National Test Dates</i>	<i>Test</i>	<i>Registration Deadline</i>
October 3, 2015	SAT & Subject Tests	September 3, 2015
November 7, 2015	SAT & Subject Tests: includes Language Tests with Listening	October 9, 2015
December 5, 2015	SAT & Subject Tests	November 5, 2015
January 23, 2016	SAT & Subject Tests	December 28, 2015
March 5, 2016	SAT only	February 19, 2016
May 7, 2016	SAT & Subject Tests	April 8, 2016
June 4, 2016	SAT & Subject Tests	May 20, 2016

NOTES:

- As is customary, Sunday administrations will occur the day after each Saturday for students who cannot test on Saturday for religious reasons.
- The Language Tests with Listening are offered in November only. ELPT is offered November and January at some test centers.

SAT Subject Tests

The SAT Subject Tests are subject specific tests. They are one-hour tests. Many universities use these tests to determine subject mastering and placement.

The University of California requires the ACT Assessment plus writing or the SAT Reasoning Test. Additionally, UC requires two SAT Subject Tests. These must be in two different areas, chosen from the following: English, history and social studies, mathematics (level 2 only), science or language other than English.

The SAT Reasoning Test and SAT Subject Tests cannot be taken on the same day.

ACT (ACT Assessment)

The ACT is required by certain four year colleges. Questions cover the following subjects areas: English, mathematics, reading and science. The Universities of California and the California State Universities will accept the ACT in place of the SAT Reasoning Test. For more information: www.act.org or call 319.337.1827.

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

Test Dates

September 12, 2015
October 24, 2015
December 12, 2015
February 6, 2016
April 9, 2016
June 11, 2016

Regular Registration Postmark Deadline

(regular fee)
August 7, 2015
September 18, 2015
November 6, 2015
January 8, 2016
March 4, 2016
May 6, 2016

Advanced Placement Exam Schedule

Week 1

May 2, 2016
May 3, 2016
May 4, 2016
May 5, 2016
May 6, 2016

Morning Session 8:00 a.m.

Chemistry
Environmental Science
Computer Science A
Spanish Language & Culture
English Literature & Composition
Calculus AB
Calculus BC
US History
German Language & Culture

Afternoon Session 12:00 p.m.

Psychology
Art History
Physics 1: Algebra-Based
Japanese Language & Culture
Physics 2: Algebra-Based
Chinese Language & Culture Seminar
European History

Week 2

May 9, 2016
May 10, 2016
May 11, 2016
May 12, 2016
May 13, 2016

Morning Session

Biology
Music Theory
US Government & Politics
English Language & Composition
Comp. Govt & Politics
World History
Microeconomics
Human Geography

Afternoon Session

Physics C: Mechanics
Physics C: Electricity & Magnetism (2:00pm)
French Language & Culture
Spanish Lit. & Culture
Italian Language & Culture
Macroeconomics
Statistics
Latin

California College Directory

Check the District Counseling Directory at http://www.esuhd.org/Schools/Index/counseling_guide.html#Counseling_Directory for college and testing information.

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

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

University of California Campuses

U.C. Berkeley

- Admissions Office-120 Sproul Hall, University of California, Berkeley 94720; (510) 642-0200
- Financial Aid Office-250 Sproul Hall, University of California, Berkeley 94720; (510) 642-6442 for college of letters and science; (510) 642-0623 for all other schools and colleges.

U.C. Davis

- Admissions Office-175 Mark Hall, University of California, Davis 95616; (916) 752-2971
- Financial Aid Office-First North Hall, University of California, Davis 95616; (916) 752-2390

U.C. Irvine

- Admissions Office-245 Administration Bldg., University of California, Irvine 92717; (714) 856-6703
- Financial Aid Office-102 Administration Bldg., University of California, Irvine 92717; (714) 856-6261

U.C. Los Angeles

- Admissions Office-1147 Murphy Hall, University of California, Los Angeles 90024; (213) 825-3101
- Financial Aid Office-A-129 Murphy Hall, University of California, Los Angeles 90024; (213) 206-0400

U.C. Riverside

- Admissions Office-1120 Administration Bldg., University of California, Riverside 92521; (714) 787-4531
- Financial Aid Office-1156 Administration Bldg., University of California, Riverside 92521; (714) 787-3878

U.C. San Diego

- Admissions Office-Q-021-A, UC San Diego, La Jolla 92093; (619) 534-3160
- Financial Aid Office-Q-013, UC San Diego, La Jolla 92093; (619) 534-4480

U.C. Santa Barbara

- Admissions Office/Relations with Schools-1234 Cheadle Hall, University of California, Santa Barbara 93106; (805) 893-2485
- Financial Aid Office-1607 South Hall, University of California, Santa Barbara 93106; (805) 893-2432

U.C. Santa Cruz

- Admissions Office-Cook House, University of California, Santa Cruz 95064; (408) 459-4008
- Financial Aid Office-201 Hahn Student Services, University of California, Santa Cruz 95064; (408) 459-2963

California State University Campuses

Semester Term Campuses

- **California State University at Chico**, 400 W. First Street, Chico 95929; (916) 898-6321
- **California State University at Dominguez Hills**, 1000 East Victoria St., Carson 90747; (213) 516-3696
- **California State University at Fresno**, Shaw and Cedar Avenues, Fresno 93740; (209) 278-2261
- **California State University at Fullerton**, 801 North State College Blvd., Fullerton 92634; (714) 773-2300
- **Humboldt State University at Arcata**, Arcata 95521; (707) 826-4402
- **California State University at Long Beach**, 1250 Bellflower Blvd., Long Beach 90840; (213) 985-5471
- **California State University at Monterey**, 100 Campus Center, Seaside 93955; (408) 393-3330
- **California State University at Northridge**, 18111 Nordhoff Street, Northridge 91330; (818) 885-3700
- **California State University at Sacramento**, 6000 J Street, Sacramento 95819; (916) 278-6111
- **San Diego State University**, 5500 Campanile Drive, San Diego 92182; (619) 594-6871
- **San Francisco State University**, 1600 Holloway Avenue, San Francisco 94132; (415) 338-1111

- **San Jose State University**, One Washington Square, San Jose 95192; (408) 924-2000
- **California State University at San Marcos**, 800 West Los Vallecitos Blvd., San Marcos 92069; (619) 471-4102
- **Sonoma State University**, 1801 East Cotati Avenue, Rohnert Park 94928; (707) 664-2778
4-1-4 Campus
- **California State University at Stanislaus**, 801 W. Monte Vista Avenue, Turlock 95380; (209) 667-3151
Quarter Term Campuses
- **California Polytechnic State University**, San Luis Obispo 93407; (805) 756-2311
- **California State University at Bakersfield**, 9001 Stockdale Hwy., Bakersfield 93311; (805) 6643036
- **California State University at Hayward**, 25800 Carlos Bee Blvd., 94542; (510) 881-3811
- **California State University at Los Angeles**, 5151 State Univ. Dr., Los Angeles 90032; (213) 343-3901
- **California State Polytechnic University**, Pomona, 3801 W. Temple Ave., Pomona 91768; (714) 869-2000
- **California State University at San Bernardino**, 5500 State College Pkwy., San Bernardino 92407; (714) 880-5200

LOCAL COMMUNITY COLLEGES

Local Community College Campuses

- **DeAnza College-Admissions Office**, 21250 Stevens Creek Blvd., Cupertino 95014; (408) 864-5678
- **Evergreen Valley College-Admissions Office**, 3095 Yerba Buena Road, San Jose 95135; (408) 274-7900
- **Foothill College-Admissions Office**, 12345 El Monte Road, Los Altos Hills 94022; (415) 949-7777
- **Mission College-Admissions Office**, 3000 Mission College Blvd., Santa Clara 95054; (408) 988-2200
- **Ohlone College-Admissions Office**, 43600 Mission Blvd., Fremont 94539; (510) 659-6000
- **San Jose City College-Admissions Office**, 2100 Moorpark Ave., San Jose 95128; (408) 298-2181
- **West Valley College-Admissions Office**, 14000 Fruitdale Ave., Saratoga 95070; (408) 867-2200

HEALTH AND HAZARDOUS MATERIALS

Asbestos Surveillance and Re-inspection Notification

NOTICE DATE: August 12, 2015

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

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

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

SCIENCE DEPARTMENT POLICY REGARDING CHEMICAL USE

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

HEALTHY SCHOOLS ACT (AB 2260) NOTICE TO PARENTS

In compliance with the Healthy Schools Act (AB 2260) and Education Code 48980.3, the following information is being provided.

In order to control pests (such as ants, fleas, and stinging wasps) and weeds in the school environment, pesticides and herbicides are used on an as needed basis.

Except in emergency situations, warning signs will be posted when herbicides or pesticides are used. The warning signs will be posted 24 hours prior to application and will remain up for 72 hours after the application.

Parents will be notified annually of the anticipated chemicals that may be used. The following is a list of the anticipated or expected pesticides and herbicides that may be used at school sites.

<u><i>Product Name</i></u>	<u><i>Primary Active Ingredient</i></u>	<u><i>Expected Use</i></u>
Gopher Getter	Diphacinone	Gopher Control
Olive Stop	Naphthaleneacetic Acid, Ammonium Salt	Fruit Inhibitor
Prosecutor Pro	Glyphosate	Weed Control
Raid Concentrated Deep Reach Fogger	Cypermethrin	Insect Control
Rozol Gopher Bait	Chlorophacinone	Gopher Control
Surflan	Oryzalin	Herbicide
Turflon	Triclopyr	Herbicide
Wasp-Freeze	d-Trans Allethrin, Phenothrin	Wasp Control
Wilco Ground squirrel Bait	Diphacinone	Ground squirrel Control

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

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

NO CHILD LEFT BEHIND ACT

In January 2002, President Bush signed the federal No Child Left Behind Act (NCLB). This bill puts increased pressure on states to improve academic achievement for all students and to develop data systems to track progress.

A large portion of the NCLB funding is under Title I, which provides funding for schools to serve students living in poverty. Schools receiving NCLB funds have to address several critical areas.

Key Components

1. Closing the Achievement Gap
Schools receiving NCLB funds need to significantly narrow the achievement gap among various racial and ethnic groups, poor and average to above average income level students, English language learners and fluent English speakers, the students with disabilities and those without disabilities.
2. Establish Accountability Systems
District and schools have to be able to demonstrate student progress.

Parental “Rights” Under No Child Left Behind Act

1. The right to participate in the development of a written parent involvement policy that is incorporated into the District’s plan;
2. The right to be involved in the decisions regarding how Title I funds are spent;
3. The right to an annual meeting, at a convenient time, to explain the school’s participation in Title I and the parents’ rights to be involved;
4. The right to timely information about the programs including a description and explanation of the curriculum in use at the school;
5. The right to review school performance and individual student performance profiles and
6. The right to timely responses to suggestions made by parents.
7. The right to receive information about language program options for English Learners including the right to not enroll in any such program Sec. 1112(g)(1)(A);
8. The right to know the Program Improvement status, in which the school has not met its adequate yearly growth targets, of the school in which their child attends Sec. 1116(b)(3)(A)(vi);
9. The right to supplemental education services from approved providers outside of the school district for children enrolled in schools that are not making adequate yearly progress Sec.1116(e)(A);
10. The right to transfer out of the school that is part of the Program Improvement into one that is not in Program Improvement Sec. 1116(b)(1)(E);
11. The “Parents Right to Know,” in which parents have the right to request the professional qualifications of the teachers of their child;
12. The right to receive “in an understandable and uniform format and, to the extent practical, provided in a language that the parents can understand” annual State and District report cards that explains the academic achievement level of all students. Sec 111(h)(1) and Sec. 1112(b)(1)(A)(i)
13. The right to have comments about dissatisfaction included along with the plan submitted to the District and the State.

SAFE SCHOOLS AND DISCIPLINE

Emergencies

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

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

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

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

Student Behavior Policy

(Summary of Board Policy 5131)

KEY POINTS
Behavior Policy is Aimed At:

- *Facilitating Learning*
- *Developing Responsible Attitudes and Habits*
- *Providing a Safe and Healthy Environment*

Student Responsibilities:

- *Abide by School Rules*
- *Attend School Regularly and Punctually*

1. PREFACE

This policy is formulated on the premise that public education furnished by the people is a right which bears accompanying responsibilities. Therefore, acts of behavior which tend to conflict with the educational program of the district or which are inimical to the welfare of other students will not be tolerated.

2. OBJECTIVES

The objectives of the Policy Pertaining to Student Behavior are:

- 2.1 To facilitate the teaching and learning situation in the classroom;
- 2.2 To establish and maintain decorum in the schools and community;
- 2.3 To aid our youth in the development of responsible attitudes and habits;
- 2.4 To aid in the fulfillment of the responsibility vested in the school by the State of California and the community of the East Side Union High School District;
- 2.5 To ensure the health, safety, and welfare of all pupils.

3. CALIFORNIA STATE LAW PROVIDES

- 3.1 All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (Education Code Section 48908)
- 3.2 Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teachers and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his/her teachers and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (California Administrative Code, Title 5, Section 300)
- 3.3 Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. (Education Code Section 44807)
- 3.4 While on the school grounds (or elsewhere when under the authority or direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from gambling, obscenity, profanity, and use or possession of tobacco, intoxicating liquor, narcotics, or other hallucinogenic or dangerous drugs or substances, willful or negligent conduct likely to result in injury to other pupils or school employees or in damage to school property. (Education Code Section 48900)
- 3.5 Any minor who willfully cuts, defaces, or otherwise injures in any way any school property or private property, real or personal, is liable to suspension or expulsion, and the parent(s)/guardian(s) of any minor whose willful misconduct results in injury or death to any pupil or any person employed by or performing volunteer services for the district, or private property of any school employee shall be liable for all damages so caused by the minor. The parent(s)/guardian(s) of a minor shall be liable to the district for all property belonging to the school/district, loaned to the minor and not returned upon demand of an employee of the district authorized to make the demand.
 - 3.5.1 Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand, may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent(s)/guardian(s) has paid for the damages thereto. (Education Code Section 48904)

SAFETY IN SCHOOLS PROGRAM

- *The East Side Union High School District is committed to providing students and staff with a safe, violence free environment.*
- *Partnerships have been formed with the San Jose Police Dept., the Department of Parks, Recreation and Neighborhood Services, the Office of the Mayor and Juvenile Justice agencies.*
- *If you have any issues or concerns, please contact the Student Services office - at 408.347.5331.*

- 3.6 The governing board of any school district shall suspend or expel pupils for misconduct when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. (Education Code Section 48900.5)
- 3.7 Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor, and is punishable by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000), or by imprisonment in a county jail for not more than one year, or by both the fine and imprisonment. (Education Code Section 44811)
- 3.8 Whenever any employee of a school district . . . is attacked, assaulted, or menaced by any pupil, it shall be the duty of such employee . . . to promptly report the same to the appropriate law enforcement authorities. Failure to make such a report shall be an infraction punishable by a fine of not more than one thousand dollars (\$1,000). (Education Code Section 44014)
- 3.9 Students enrolled at each East Side Union High School District school are allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter and insignia at that school subject to the following limitation:
 - 3.9.1 Circulation of and posting of petitions, newspapers, and other printed insignia matter which may tend to disrupt the normal educational process, or create a potentially hazardous condition or be obscene or libelous according to current legal definitions is prohibited. (Education Code Section 48907)

4. GENERAL CONDUCT

- 4.1 The following acts are examples of unacceptable behavior and are subject to disciplinary action:
 - 4.1.1 Disrupting school activities or otherwise willfully defying the valid authority of teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Education Code Section 48900, California Administrative Code, Title 5, Section 300, Penal Code 403)
 - 4.1.2 Failing to bring required books or supplies to class.
 - 4.1.3 Using a locker other than the one issued or any misuse of a locker, lock, or combination.
 - 4.1.4 Littering the campus.
 - 4.1.5 Showing disrespect for school property and equipment or causing damage to school property and equipment. Parent(s)/guardian(s) may be held responsible for the willful destruction of property by their children. (Education Code Section 48904, 48905, California Administrative Code, Title 5, Section 300 & 305, Civil Code 1714.1)
 - 4.1.6 Creating a disturbance or making excessive noise on school premises. (California Administrative Code, Title 5, Section 300)
 - 4.1.7 Forging or altering school or student forms, records, and/or documents.
- 4.2 The same standards of conduct which are in effect at the school shall prevail while the pupils are:
 - 4.2.1 On a school bus or vehicle operated by school personnel.
 - 4.2.2 While going to, coming from, or attending any school sponsored activity or representing the school.
 - 4.2.3 Under the supervision of the East Side Union High School District.

5. CLOSED CAMPUS

Each school in the East Side Union High School District maintains a closed campus. Once pupils enter the school campus, they may not leave until officially dismissed. Violators may be subject to disciplinary action. Visitors, upon entering the school grounds, shall

KEY POINTS

Parents—Attendance at School is Critical

- *Educational research indicates a strong correlation between good attendance and success in school.*
- *Students with high grades have the best attendance records.*

Plan Your School Year:

- *Doctors and dentist appointments should be after school if possible.*
- *Taking students on vacation during school is an unexcused absence. Plan vacations when students do not have classes.*

A Student is Considered Truant if he/she has:

- *More than 3 unexcused absences or tardies of more than 30 minutes each.*
- *Legal action can be taken against truant students and their parents.*

Plan for a Successful School Year:

- *Encourage your son/daughter to have a perfect attendance record.*

register in the administration office and identify themselves and the nature of their business. A pupil may not leave the school at any time before the regular hour for closing school, except in case of emergency, or with the approval of the principal or designee. (California Administrative Code, Title 5, Section 303)

6. ATTENDANCE

Regular attendance in school is mandatory for students. Absences will be verified by school officials. Illness, quarantine, medical, optometry, dental services, the funeral of members of student's immediate family (as defined in Education Code Section 48205), or serving as a member of a jury are the **only legal reasons for students to be absent from school**. In case of absence, it is the responsibility of the parent/guardian to follow the school's attendance procedure. All absences must be verified in accordance with the school policy. (Education Code Section 48200; California Administrative Code. Title 5, Section 306)

6.1 TRUANCY - Any student cutting or attempting to cut any part of the school day will be subject to disciplinary action. All work missed during a "cut" will receive a mark of "F." (Education Code Section 35291, 48260-48273) "Any pupil...who is absent from school without valid excuse three full days or tardy three times for more than thirty minutes...is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district." (Education Code Section 48260) Students may be subject to referral to the SARB process and County of Santa Clara District Attorney's Office for legal consequences. (Education Code Section 48260.6; Welfare & Institutions Code 601.3).

6.2 TARDINESS - Students must be in their seat or at their station before the tardy bell begins to ring. Excessive tardiness will result in disciplinary action. (Education Code Sections 35291, 48260, 48261) "Any pupil...who is...tardy or absent three times for more than thirty minutes...is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district." (Education Code Section 48260) Students may be subject to referral to the SARB process and County of Santa Clara District Attorney's Office for legal consequences. (Education Code Section 48260.6; W & I Code 601.3).

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

7. HABITUAL FAILING

Any pupil, other than a first year student or a senior, who fails more than half of the classes being taken in any one semester, through indifference or lack of reasonable effort may be enrolled on a trial basis to a continuation school, alternative program, cyber high or credit recovery program. The pupil's parent(s)/guardian(s) will be notified, and if, at the end of the following grading period, this pupil is still failing, through indifference or lack of reasonable effort, the student may be subject to transfer to continuation school or alternative program. Reinstatement will be on a probationary basis. (Education Code Section 35291)

8. HEALTH, SAFETY, STANDARDS OF APPEARANCE, GENERAL WELFARE

General appearance shall be neat, clean, and appropriate for school attendance. Any pupil whose personal actions, hygiene, or dress is offensive, distracting, or dangerous to others or to himself/herself, will be sent home until such conditions are corrected. Local site administrators reserve the authority to establish their own standards of dress/appearance which is in compliance with this statute. (California Administrative Code, Title 5, Section 302)

9. MEMBERSHIP IN ORGANIZATIONS

Jackets, sweaters or apparel, insignia, or other items which are known to/or suspected of identifying any group, gang, or activity other than those sanctioned by the school are prohibited. Any gang related tattoo, tagging, or graffiti that is shown on person or property must be covered. Repeat offenders may be subject to disciplinary action. (Education Code Section 35291)

KEY POINTS

Students must:

- *Dress appropriately. Obey school dress regulations*
- *Abstain from tobacco, alcohol, drugs, stimulants or narcotics*
- *Avoid fighting*

Articles prohibited during the school day:

- *IPOD/MP3 devices*
- *Electronic signaling devices*
- *Cell Phones*
- *Weapons*
- *Simulated weapons*
- *“Gang” related apparel*
- *Tobacco products*

Note:

- *Theft or damage to property can result in suspension and/or expulsion*

10. TOBACCO

There shall be no use or possession of tobacco, tobacco products, nicotine, or electronic cigarettes or other vapor-emitting devices on the school grounds at any time, or on any other school or public premises where students are attending a school-sponsored activity. There shall be no use of these products before, during, or after school within the vicinity of the campus. Violators will be subject to disciplinary action. Repeated infractions or aggravated cases may result in suspension. (Education Code Section 48901; California Administrative Code; Title 5, Section 300)

11. ALCOHOL, DRUGS, STIMULANTS, OR NARCOTICS

Unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia (as defined in Section 11364 of the Health and Safety Code), or possessing, using, being under the influence of, selling, offering, arranging, or negotiating to sell any controlled substance (as defined in Section 11007 of the Health and Safety Code), alcoholic beverage, or intoxicant of any kind at or near the school or at or near a school function, and then selling, delivering, or otherwise furnishing to any person another liquid, substance, or material in lieu of the controlled substance, alcoholic beverage, or intoxicant is strictly prohibited. Violators shall be subject to suspension or expulsion from school and subject to referral to the appropriate law enforcement agency. (Education Code Section 48900; California Administrative Code, Title 5, Section 300)

12. INSUBORDINATION/WILLFUL DEFIANCE

Students are expected to follow the reasonable directions of any faculty or staff member. Students who disrupt school activities or who interfere with faculty or staff members in the performance of their duties by showing willful defiance toward the valid authority, either by word or by act, shall be subject to disciplinary action. (Education Code Section 48900)

13. OBSCENITIES AND VULGARITIES

Obscene, vulgar, immoral or indecent language, writing, pictures, signs, or acts will not be tolerated. Offenders shall be subject to suspension or expulsion. (Education Code Section 48900; California Administrative Code, Title 5, Section 300)

14. FIGHTING

All forms of fighting or conspiracies to engage in fighting are strictly prohibited. Violators shall be subject to suspension or expulsion. Acts specifically included in the above are:

- 14.1 Fighting on any school grounds, in a school vehicle, or at any school-sponsored activity;
- 14.2 Fights initiated at school but taking place elsewhere;
- 14.3 Fights which affect any pupil in the East Side Union High School District;
- 14.4 Causing, attempting to cause, or threatening to cause physical injury to another person; (Education Code Section 48900; California Administrative Code, Title 5, Section 300)
- 14.5 Any student who transmits information between students or groups of students that causes or tends to cause a fight is guilty of conspiring to fight.

15. ANNOYING OR UNNECESSARY ARTICLES

Students are expected to bring to school only those items that are necessary for school. In accordance with Education Code Section 48901.5, personal electronic signaling devices on all East Side Union High School District campuses are subject to regulation from the first warning bell through the final bell of the school day. These personal electronic signal devices include but are not limited to pagers, beepers and cellular/digital telephones.

Students may not utilize personal communication devices on campus at any time during the school day. This includes concurrent classes, after-school detention and Saturday School. Violations of this policy may result in the device being confiscated and returned only to a parent/guardian. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which, is limited to health-related purposes. The student must have the doctor’s note on file with the school. A spray paint container: any container, regardless of the material from which it is made, that is made for or adapted for the purpose of spraying paint or any other solution that cannot be removed with water after it dries and is capable of defacing property. A marker pen means

any indelible marker or similar implement with a writing tip exceeding four (4) millimeters in width that contains a solution that cannot be removed with water after it dries. Repeated infractions will result in disciplinary action. (Education Code Section 48900, BP 5131)

16. WEAPONS AND DANGEROUS INSTRUMENTS

Possessing, using, selling, or otherwise furnishing any weapon or dangerous instrument or substance is strictly prohibited. Weapons and dangerous instruments include, but are not limited to:

- 16.1 Firearms: pistols, revolvers, shotguns, rifles, zip guns, stun guns, tasers, BB guns, pellet guns, paint pellet guns, and any other device capable of propelling a projectile.
- 16.2 Cutting and puncturing devices: e.g., dirks, daggers, swords, knives with a blade longer than 2 1/2 inches, folding knives with a locking blade, switchblade knives, butterfly knives, razors, screwdrivers, or other instruments capable of cutting or penetrating.
- 16.3 Explosive or incendiary devices: pipe bombs, time bombs, container of flammable fluid, caustic dynamite, live ammunition.
- 16.4 Sticks, clubs, metal knuckles: Other items defined in Penal Code include black jacks, slingshots, billy clubs, nunchaku sticks, sandclubs, sandbags, metal knuckles.
- 16.5 Pepper spray, mace, aerosol sprays and other irritants capable of causing breathing difficulties, loss of sight or other physical or psychological disorientation.
- 16.6 Replicas-Look a Likes-Imitation Weapons: Any device that is manufactured or altered to look like a firearm or any other type of weapon, including cap guns or cigarette lighters, is strictly prohibited. Students in possession of these devices or who threaten others, or disrupt school activities by exhibiting a replica may be subject to suspension, expulsion or referral to the appropriate law enforcement agency. (Penal Codes 417.4, 626.10, Education Code Section 48900)

Any student in possession of any item defined in article 16.1 will be suspended pending expulsion and referred to the appropriate law enforcement agency. (Education Code Section 48900, Administrative Code Title 5; Penal Code Sections 417 and 626.9). An expulsion order shall remain in effect until the governing board, in the manner prescribed in this article, orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District, except that the governing board may set an earlier date for readmission on a case-by-case basis. (Education Code Section 48916)

Any student in possession of any item defined in articles 16.2 through 16.6 will be subject to suspension, referral to appropriate antiviolence counseling, e.g., the Safe Alternatives and Violence Education (S.A.V.E.) Program, and may be subject to expulsion and referral to the appropriate law enforcement agency. (Education Code Section 48900; California Administrative Code, Title 5, Section 300, Penal Code Sections 626.9 and 626.10). Any employee may confiscate any dangerous weapon or device and must deliver it immediately to the principal or designee. Any employee who knows of a weapon and chooses not to confiscate it must notify the principal or designee immediately. (Education Code Section 49331, 48900; California Administrative Code, Title 5, Section 300; Penal Code 626.10)

17. ASSAULT AND BATTERY

Any student who commits an assault and/or battery on any person at school or at any school sponsored event will be subject to suspension or expulsion as well as referred to the appropriate law enforcement agency.

- 17.1 An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on another person. (Penal Code 240)
- 17.2 A battery is any willful and unlawful use of force or violence upon another person. (Penal Code 242)
- 17.3 Sexual Battery-Any person who touches an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, and if the touching

KEY POINTS

Students can be suspended/expelled for the following violations:

- *Physical injury*
- *Dangerous objects*
- *Drugs or alcohol*
- *Look-alike controlled substance*
- *Robbery/extortion*
- *Arson*
- *Possession of explosives*
- *Property damage*
- *Theft*
- *Tobacco/Nicotine*
- *Obscenity/profanity*
- *Vulgarity*
- *Drug paraphernalia*
- *Disruption/defiance*
- *Receipt of stolen property*
- *Sexual harassment*
- *Hate violence*
- *Harassment, threats or intimidation*
- *Bullying/Cyber*
- *Sexual assault or battery*
- *Assault or battery upon any school employee*
- *Hazing*
- *Imitation firearm*

is against the will of the person, and is for the purpose of sexual arousal, gratification or abuse, is guilty of sexual battery. Intimate part means sexual organs, anus, groin or buttocks of any person, and the breast of a female. Touches means physical contact with the skin of another person, whether accomplished directly or through the clothing. (Penal Code 243.4)

- 17.4 Report of Assault by Pupils against a School Employee-Whenever any employee of a school district is attacked, assaulted, or menaced/threatened by any pupil, it shall be the duty of the employee and any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident, to promptly report the incident to the appropriate law enforcement authorities. Failure to make such a report shall be an infraction punishable by a fine of not more than \$1,000. A member of the governing board of a school district, a county Superintendent of schools, or any employee of any school district shall not directly or indirectly inhibit or impede the making of a report. (Education Code Section 44014)

18. SEARCH AND SEIZURE

The Fourth Amendment to the United States Constitution protects all citizens, including minors, from unreasonable search and seizure of person and property. However, many court decisions have determined that students and their property may be searched if there is reasonable suspicion to believe that such a search will turn up evidence that the student has violated either the law or the rules of the school. (New Jersey v T.L.O., Fred C. 26 CAL. APP 3d 320 (1972), Christopher W. CAL APP 3d777 (1973))

19. EXTORTION/THEFT/DAMAGE TO PROPERTY

Any pupil while under the direct supervision of the school, who obtains any property by coercion or intimidation and/or who commits any theft or damage to property while on or off campus shall be suspended from school and subject to expulsion and referral to the appropriate law enforcement agency. Parents/guardians are liable for damages to school property caused by minors. Any theft from or damage to property, in the school district constituting a felony may result in expulsion from school. (Education Code Section 48900; California Administrative Code, Title 5, Section 300, Penal Code 484, 485, 487)

20. BULLYING/CYBERBULLYING

Any student(s) who, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cause bodily injury to, or commit hate violence against, or engage in an act of bullying or cyberbullying (committed by means of an electronic act)...directed toward a student or school personnel will be subject to disciplinary action. This includes while on school premises, or off campus in a manner that causes or is likely to cause disruption of a school activity or school attendance and may be subject to suspension or expulsion in accordance with District policies and regulations as well as referral to the appropriate law enforcement agency. (Penal Code 653.2)

21. HAZING (TO HARASS OR DEGRADE)

No student or other person in attendance at any public, private, parochial, or military school, college, or other educational institution, shall conspire to haze, engage in hazing, or commit any act that injures, degrades, or disgraces, tends to injure, degrade, or disgrace any fellow student or person attending the institution. The violation of this section that does not result in serious bodily injury is a misdemeanor, punishable by a fine not less than one hundred dollars (\$100), nor more than five thousand dollars (\$5,000), imprisonment in the county jail for not more than one year or both. Any person who personally engages in hazing that results in death or serious bodily injury is guilty of either a misdemeanor or felony and shall be punished by imprisonment in county jail not exceeding one year or by imprisonment in state prison. Violators will be subject to suspension and/or expulsion from school. (Education Code Section 48900, Penal Code 245.6)

22. STUDENT-DRIVEN MOTOR VEHICLES

22.1 Any vehicle using school parking lots may be subject to search. The following conditions govern the use of all student-driven motor vehicles:

- 22.1.1 Each school may initiate its own registration procedures;
- 22.1.2 If the individual school conducts a vehicle safety inspection, student-driven motor vehicles must pass said inspection;
- 22.1.3 The student must comply with all provisions governing the use of motor vehicles for the school, the District, and for the State of California, pursuant to Vehicle Code Section 21113;
- 22.1.4 Each school may develop and enforce its own parking regulations.

23. SUSPENSIONS/EXPULSIONS

The principal or his designee shall be the only persons at the school site authorized to suspend a student. A "principal's designee" is an administrator, or if there is not a second administrator at the school site, a certificated person, specifically designated by the principal, in writing, to assist with disciplinary procedures. (Education Code Section 48911)

23.1 The following are conditions affecting a pupil under suspension from school:

- 23.1.1 The pupil is in the complete custody and jurisdiction of his/her parents or legal guardians during the period of suspension; (Education Code Section 35291)

KEY POINTS

Suspensions:

- *Parents are responsible for their student during periods of suspension.*
- *Student cannot attend school or participate in school activities.*
- *Parents can request a meeting with the Superintendent or the Superintendent's designee.*
- *Parents have the right to access pupil's records.*
- *Parents are required to meet with school officials.*
- *Students may be required to complete assignments and tests missed during suspension.*
- *Parents can attend class with the student under certain conditions.*

- 23.1.2 The pupil is not to loiter on or about any school grounds at any time, nor to attend any East Side Union High School District activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action; (Education Code Section 35291)
- 23.1.3 Parents/guardians are asked to contact the school regarding this suspension if a conference has not already been held; (Education Code Section 48911)
- 23.1.4 Pursuant to Education Code Section 48911 parents/guardians and pupils are advised of their rights to request a meeting with the Superintendent or Superintendent's designee of the school regarding this suspension.
- 23.1.5 Pursuant to Education Code Section 49069 and 48911, parents/guardians and pupils are advised of their right to have access to pupil's records.
- 23.1.6 Pursuant to Education Code Section 48903 and 48911, parents/guardians are requested to attend a mandatory conference with school officials regarding the pupil's behavior and are further advised that state law requires the parents/guardians are to respond to this request without delay. If a conference has already been held regarding this suspension parents/guardians need not contact the school. Except in cases where an expulsion is being processed, no student shall be suspended for more than twenty days during a school year, provided that, if a student for adjustment purposes is transferred to another regular school, an opportunity class in his/her school of residence, an opportunity school or class, or a continuation education school or class, days of suspension following such reassignment are limited to ten, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty days in any one school year.
- 23.1.7 The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension, and in what period of time the pupil must complete such assignments. (Education Code Section 48913)
- 23.1.8 Pursuant to Education Code Section 48900.1 the teacher is authorized to provide a parent/or guardian the opportunity to attend a portion of a school day in his/her child's classroom, when a pupil has been suspended by the teacher for:
- (a) committing an obscene act,
 - (b) engaging in habitual profanity or vulgarity,
 - (c) disrupting school activities, or
 - (d) willfully defying authority.
- (Education Code Section 48900.1)
- 23.2 A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. (Education Code Section 48910)
- 23.2.1 If the above action requires the continued presence of the pupil at the school site, the pupil will be under appropriate supervision as determined by the principal or designee.
- 23.2.2 As soon as possible the teacher shall ask the parent/guardian to attend a parent/guardian-teacher conference regarding the suspension. Whenever practicable, a school counselor or school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or parent/guardian so requests.
- 23.2.3 The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without concurrence of the teacher of the class and the principal. The suspended pupil shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this section shall apply only to

PARENTS
Seniors
participating in any
destructive pranks
may lose their right
to participate in
senior activities
– including
graduation and are
subject to arrest.

KEY POINTS
• **Reasonable**
restraint is allowed
in certain situations.

other regular classes scheduled at the same time as the class from which the pupil was suspended. (Education Code Section 48910)

23.3 Suspension of pupils with an identified disability will follow the same procedure as regular students for the first offense enumerated in Education Code Section 48900.5.

23.3.1 Suspension of students with an identified disability beyond five consecutive school days must be treated in the same manner as an expulsion and the procedures referred to in District Policy.

23.4 The Board of Trustees may expel a pupil with an identified disability who is currently enrolled in a special education program. All the procedures of federal and state laws, including notice, referral, assessment, IEP team deliberations, and due process hearings must be completed prior to initiating the referral for expulsion, except that parental consent is not required as a condition for expulsion proceedings or the decision to expel. Education Code Section 48915.5, Subdivision (b). If the foregoing procedures have been carried out according to legal requirements, a request for expulsion can be made if the student has been found to have committed any of the acts enumerated in Education Code Section 48900.

When:

- 1) Other means of correction are not feasible or repeatedly failed to bring about proper conduct; or,
- 2) Due to the nature of the violations, the presence of the pupil causes a continuing danger to the physical safety of the pupils and staff of the district.

23.4.1 A pupil with an identified disability currently enrolled in a special education program may be expelled by the governing board only if:

- 1) An Individualized Education Program Team meeting is held and conducted pursuant to Article 3 (commencing with Section 56340).
- 2) The team determines that the misconduct was not caused by, or was not a direct manifestation of, the pupil's identified disability.
- 3) The team determines that the pupil had been appropriately placed at the time the misconduct occurred. (Education Code Section 48915.5)

23.4.2 An extension of any suspension beyond five consecutive school days must be treated in the same manner as an expulsion, and the procedures above shall be followed.

Parents please note: Seniors participating in a destructive senior prank may lose their right to participate in any senior activities including graduation and could face possible police citation/restitution/involuntary transfer.

24. REASONABLE RESTRAINT

It shall be within the right of any qualified staff member to use reasonable and appropriate bodily restraint as may be necessary in order to: (Education Code Section 49001)

24.1 Enforce commands given in keeping with his/her responsibilities in *loco parentis* (parents/guardians away from home);

24.2 Enforce detention or assignment to a room or to an administrative official;

24.3 Act in self-defense or in defense of a student or another staff member. (Education Code Section 44807, 48900)

25. STUDENT SUPPORT SERVICES PROGRAMS (SSSP)

STATEMENT OF PHILOSOPHY

Every effort shall be made through implementation of Student Support Service Programs to improve the achievement of all students by addressing the barriers to learning and enhancing protective factors. Therefore, the District recognizes the need for referrals to services for appropriate assessment and treatment. The District regards substance abuse and mental health to be a chronic, progressive illness which can be fatal if left untreated, and exposure to abusive and harmful conditions a serious threat to students' health and potential to succeed in the future. Therefore, the District recognizes the need for referrals to services for appropriate assessment and treatment.

KEY POINTS

- *Student support programs will be available to provide prevention education, intervention and referral services.*
- *Prevention education will be emphasized throughout the curriculum.*
- *Parent education classes will be offered emphasizing prevention education, intervention and referral services.*
- *Students will be provided with current information on the social implications and personal losses associated with high risk behavior, violence, drug and alcohol use.*

25.1 Statement of Intent:

The intent of a Student Support Services Program (SSSP) is to provide a comprehensive program which emphasizes prevention, education, intervention, and referral support services as positive alternatives to existing disciplinary measures. The intent is to ensure the provision of adequate human and material resources, within the scope and ability of the East Side Union High School District, to support the efforts of parents and staff in the instruction, intervention, prevention and referral of identified students.

25.2 Program Description:

SSSP uses a systematic approach for student who demonstrate high risk behaviors are identified by observations, referrals by staff, friends, family, other agencies or students refer themselves.

25.2.1 Pre-assessment is conducted by a School Social Worker (SSW) or an appropriate staff member or service provider.

25.2.2 Campus intervention plans function incrementally to help address individual student problems. Participation may include but is not limited to: peer support groups, individual counseling, family counseling, mentor programs, individual contracts, and/or peer counseling.

25.2.3 Cases of a more serious nature will be referred to outside agencies for additional assessment and treatment.

25.2.4 Aftercare support for students reentering from treatment is an essential component within the school support system whenever possible.

25.3 Prevention/Education:

25.3.1 Current curriculum in use will continue to be offered to support the District's philosophy regarding the use of drugs, alcohol, tobacco, suicide, bullying prevention and intervention, healthy relationships, teen dating violence and overall wellness..

25.3.2 Current curriculum in use will continue to be offered with all reasonable efforts to keep the facts and information current and up to date.

25.3.3 Development or acquisition of new curriculum that will address the social implications and personal losses associated with high risk behavior and substance use will be supported by the District.

25.3.4 Information for support groups and/or peer counseling will be available for any student wishing to participate.

25.3.5 The responsibility for operating a SSSP will rest with each site principal or his/her designee.

25.3.5.1 Final decisions regarding disciplinary action resulting from violations of student behavior policies will be made by the appropriate administrator. The administrator is to consult with their SSSP Program's School Social Worker (SSW).

25.4 Intervention/Referral:

25.4.1 The district programs will help prevent and intervene in the use and abuse of substances by students and other activities considered high risk or harmful to students or others.

25.4.2 Administrators, counselors, and student advisors are encouraged, when appropriate, to consider referral of students to the designated SSSP SSW.

25.4.3 Each school is responsible for informing the parents or guardians of any Student/Family Support Service programs offered on its campus.

25.4.4 Students may be confidentially referred to a SSSP through parents, guardians, self-referral, peers, school staff or community representatives.

25.4.5 Referring students to a SSSP does not necessarily indicate that they have a health, mental health, substance or other abuse related problem.

25.4.6 Upon receiving a referral, the SSW may consult with the student, parents and/or staff members to process the referral and to determine the presence and nature of substance related or other personal issues causing concern, if any, involving said student. Appropriate staff members will do an initial screening.

KEY POINTS

- *Participation in student support programs is voluntary.*
- *Students returning to school after a treatment program will have high priority for placement in an appropriate support program.*
- *Students should seek assistance if there is a substance abuse problem in the family.*
- *Absence due to treatment of substance abuse dependency will be considered an illness.*

- 25.4.7 Parents of students participating in a SSSP will be notified of their student's involvement unless otherwise indicated as stated in Education Code Section 49602.
- 25.4.8 Students who refer themselves to a SSSP will be assured support and confidentiality except when there is evidence of possible harm to others or themselves.
- 25.4.9 Participation in a SSSP is voluntary. It is the prerogative of the student and/or parent(s) to accept or reject placement in a SSSP or referral to community-based services.
 - 25.4.9.1 Regardless of whether a student accepts or rejects assistance, it remains the responsibility of the student to bring school performance up to acceptable levels or face such corrective or disciplinary actions as may be warranted.
 - 25.4.9.2 When either the student or parent(s) do not cooperate in making needed assistance available, the student's status in school may be reevaluated, taking into account the best interests of the student, the nature of the problem, and the health, safety, welfare, educational opportunity and rights of other students and staff.
 - 25.4.9.3 Evaluations concerning participation or progress in a SSSP will be made by the SSW, site administration and/or designee.
 - 25.4.9.4 Any student judged to present a danger to him or herself or others may be removed from the school pending the results of an evaluation.
- 25.4.10 It is recognized that use of an alternative SSSP is not appropriate in some cases. The site administration and/or SSW will determine whether or not to use any SSSP or to refer out for services.
 - 25.4.10.1 Refusal by parents to seek treatment for a substance-abusing dependent child as confirmed by an appropriate qualified agency will result in a report to the Department of Social Services for suspected child abuse/neglect under P.C. 270 and 11172 (a, b).
- 25.5 Aftercare:
 - 25.5.1 The absence of any student for treatment of substance abuse dependency will be considered an illness, as currently stated in the District Attendance Policy (#5113).
 - 25.5.2 The Board recognizes that these students need support in maintaining behavioral and life style changes and empowering them to make new decisions about their own behavior.
 - 25.5.3 Students returning to school following in-patient treatment or removal from school by the judicial system will have a high priority for placement in an appropriate SSSP.
 - 25.5.4 The school staff will be aware of the nature of substance abuse problems or other treatment and the principles of recovery and relapse.
- 25.6 Discipline:
 - 25.6.1 District Policy pertaining to student behavior will be adhered to in each case. Action through the SSSP may be authorized to be used in conjunction with or as an alternative action to the above.
 - 25.6.2 An SSSP may be used in lieu or in conjunction with disciplinary action. Students will be referred to resources necessary to acquire information and support to empower them to make constructive alternative choices.
 - 25.6.3 Final decisions regarding disciplinary action and the consequences of other violations of this policy will be made by the administration in consultation with the designated SSSP's Team.

Athletic Code of Conduct

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

MISSION STATEMENT:

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

CORE VALUES:

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

CODE OF CONDUCT OFFENSES AND RECOMMENDATIONS:

- A) Player who quits a team without coach's release:
Player must sit out the remainder of that sport season including practices with the next sport and the athlete may not suit up. The athlete becomes eligible to compete the second Monday of league play.
- B) Substance abuse:
Any athlete found in possession of drugs, alcoholic beverages, alcoholic beverage bottles, (whether empty or full), drug paraphernalia and/or the use, consumption, distribution, and/or being under the influence of drugs, hallucinogenic drugs, or narcotics, (except when expressly prescribed by a physician) will be declared ineligible for competition for two weeks upon their return to school. The athlete must complete the counseling and community service contract.
- C) Theft:
For grand theft, immediate suspension from the team and ineligible for athletic participation for 180 school days from the date of infraction. For petty theft, any athlete found guilty will be declared ineligible for competition for two weeks upon their return to school.
- D) Athlete dismissed from a team:
After review with the appropriate athletic director, the athlete must sit out the remainder of that sport season including practices with the next sport and the athlete may not suit up. The athlete becomes eligible to compete the second Monday of league play.
- E) Game ejection:
See B.V.A.L. bylaws
- F) Suspension by a coach: — Follow these procedures:
Coach notifies athlete, parent, athletic director, and administration in writing within 48 hours as to the offense. Letter to include length of suspension, date of occurrence, and any additional stipulations required by the coach before reinstatement.
- G) Athletes who commit a crime:
Athletes who commit a crime cited by the police will receive immediate suspension from the team and ineligible for athletic participation for 180 school days from the date of infraction.
- H) Athletes transferring from one school to another:
Athletes transferring from one school to another are required to provide a transfer form signed by the previous school's athletic director and APA before he/she will be allowed to compete. Any sanctions from the previous school will be carried over to the new school.

- I) **Infraction carryover to another sport:**
When an athlete has committed an infraction in one sport, the infraction will be carried over to another sport as long as the following procedures are followed: Coach notifies athlete, parent, athletic director and administration in writing within 48 hours of the offense. Letter to include length of suspension, date of occurrence, and any additional stipulations required by the coach before reinstatement.
- J) **School issues resulting in suspensions:**
(i.e. insubordination, cutting, fighting etc.) – APA or advisor will inform the student/athlete that he/she is not allowed to participate for the duration of the penalty and will inform the coach and athletic director of the penalty within 24 hours.
- K) **Absence on the day of competition:**
The athlete must attend at least four periods or classes unless the above is a school-sponsored activity or there is an extenuating circumstance approved by the coach and an administrator.
- L) **Athletic trial period:**
An athlete has a two-week trial period during which he/she may quit an athletic team without penalty. The two-week period begins with the first day of official attendance by the athlete.
- M) **An athlete may not start practice with another school sports team until:**
An athlete may not attend practice with any other team until his/her last league, regional, sectional, or state meet in which the athlete is involved is completed.
- N) **Athletes must turn in equipment:**
Athletes must turn in their equipment or pay for replacement within five school days after completion of his/her season. Athletes who do not comply will be immediately suspended from any team.
- O) **An athlete will be allowed to have a rest period:**
An athlete will be allowed to have a rest period of three school days at the end of the previous sport season before beginning his/her try-outs period without penalty.
- P) **Each sport team or program will create rules and regulations:**
Each sport team or program will create the rules and regulations of their team and distribute it to the athletes, parents, athletic directors and administration before enforcement will be supported.
- Q) **Smoking:**
An athlete who is caught smoking or in possession of tobacco will face school discipline consisting of being cited by police, enrolled in a Saturday program and will miss one athletic contest.

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

East Side Union High School District Uniform Disciplinary Chart

The Administration reserves the right to determine consequences based on the seriousness of a particular infraction and/or previous discipline record of the student who commits the offense.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result. EC 35291, BP 5131

Mandatory Expellable Offenses EC 48915 (c) (Parent/Guardian notification in all cases of violations)	
Violation	Consequences
(1) Firearm: Possessed, sold, or otherwise furnished a firearm	All violations of Education Code 48915 (c) are mandatory expellable offenses. Students who commit these offenses will be automatically suspended and recommended for expulsion by the Administration. Police notification will take place in all instances.
(2) Brandishing a Knife at Another Person: As defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3-1/2 inches; a folding knife with a blade that locks into place or a razor with an unguarded blade.	
(3) Unlawfully Selling a Controlled Substance	
(4) Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery	
(5) Possession of an Explosive	
Quasi Mandatory Expulsion EC 48915 (a) (1) (Parent/Guardian notification in all cases of violations)	
Violation	Consequences
(A) Serious Injury: Caused serious physical injury to another person, except in self defense	All Violations of Education Code 48915 (a) may result in a recommendation for expulsion. The Administration will determine if a recommendation for expulsion is necessary based upon the following criteria: A: Seriousness of offense B: Circumstances of situation C: Student's prior discipline records D: Any other extenuating circumstances Along with a possible recommendation for expulsion, students violating EC 48915A may be disciplined with suspension, Police Citation, Involuntary Transfer, Community Service, Counseling, Mandatory Attendance to Classes/Interventions.
(B) Knife/Dangerous Object: Possessed a knife or other dangerous object of no reasonable use to the pupil	
(C) Controlled Substance: Unlawfully possessed any controlled substance listed in Health and Safety Code Section 11053, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis or possession of over the counter or medication prescribed for the student.	
(D) Robbery/Extortion: Committed robbery or extortion	
(E) Assault/Battery on School Employee: Committed an assault or battery, as defined in PC 240, 242, upon any school employee.	
Discretionary Expulsion EC 48900 (Parent/Guardian notification in all cases of violations)	
Violation	Corrective Measures
(a)(1) Physical Injury: Caused, attempted, or threatened to cause physical injury.	Violations of any infractions on this chart are suspendable acts as defined by California Education Code 48900. ESUJSD Administration will determine punishment based upon the following criteria: A: Seriousness of Offense B: Circumstances of Situation C: Student's Prior Discipline Records D: Any Other Extenuating Circumstances
(a)(2) Willful Violence/Fighting and/or Battery: Willfully used force or violence on another person, except in self defense.	
b: Dangerous Object: Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	
c: Drugs or Alcohol: Possessed, used, sold, furnished, or has been under the influence of any controlled substance, alcohol or intoxicant.	
d: Look-Alike Substance: Offered, arranged, or negotiated to sell a controlled substance, alcohol or intoxicant and then provided a replica substance.	

Discretionary Expulsion EC 48900 (Parent/Guardian notification in all cases of violations)		Corrective Measures
Violation		
e: Robbery/Extortion: Attempted or committed robbery or extortion.		ESUHS administrators may use one or more of the following to correct inappropriate behavior (items are not listed in any particular order). 1: Warning 2: Behavior Contract 3: Brunch/Lunch Detention 4: Afterschool Detention 5: Parent Conference 6: Benched in Office 7: Counseling 8: Referred to CBO/MST for Additional Services 9: Saturday Detention 10: In House Suspension 11: Suspension 12: Transferred Out of Class/Change of Class Schedule 13: Community Service 14: Police/Probation Notification 15: Recommendation for Expulsion 16: Involuntary Transfer 17: Resitution 18: Loss of Privileges (dances, extracurricular activities etc...) 19: Referred to SARB Truancy Process 20: Revocation of Inter/Intra District Transfer 21. Confiscation of Article(s)
f: Property Damage/Vandalism: Attempted or caused damage to school or private property.		
g: Theft: Attempted or stole school or private property.		
h: Tobacco: Possessed, or used a tobacco product.		
i: Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.		
j: Drug Paraphernalia: Possessed, offered, arranged, or negotiated to sell drug paraphernalia.		
K (1): Disruption/Defiance: Disrupted school activities or defied school personnel.		
l: Receipt of Stolen Property: Knowingly received stolen school or private property.		
m: Imitation Firearm: Possessed an imitation firearm.		
n: Sexual Assault/Battery: Attempted or committed sexual assault or committed a sexual battery.		
o: Witness Harassment or Intimidation: Harassed, threatened, or intimidated a student complainant or witness in a school disciplinary matter.		
p: Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA.		
q: Hazing: Engaged in, or attempted to engage in hazing.		
r: Bullying/Electronic: Engaged in an act of bullying including, but not limited to, bullying committed by means of an electronic device.		
.2: Sexual Harassment: Committed sexual harassment.		
.3: Hate Violence: Attempted, threatened, caused, or participated in hate violence.		
.4: Harassment, Threats, or Intimidation: Created an intimidating or hostile educational environment.		
.7: Terroristic Threats: Made terroristic threats against school officials or property.		

Other Violations (classification of 48900 (k) for following offenses if student is suspended). Depending on offense, student's parents will be notified.			
Item/Offense	First Offense	Second Offense	Third Offense
Academic Integrity including Plagiarism/Technology Misuse	Refer to Classroom Teacher Policy (or 1-5 Day Suspension, Possible Police Notification)	Parent Conference with 1-5 Day Suspension, (Possible Police Notification), Possible Schedule Change	Parent Conference with 1-5 Day Suspension, (Possible Police Notification), Possible Schedule Change
Causing or Inciting a Campus Disruption/Disturbance, False Alarm	Warning, Detention, Saturday School, 1-5 Day Suspension, Parent Conference, Police Notification	Detention/Saturday School, 1-5 Day Suspension, Parent Conference, Police Notification	1-5 Day Suspension, Involuntary Transfer, Parent Conference, Police Notification
Dress Code Violation	Warning, Send Home to Change, Confiscation as Appropriate	Send Home to Change, Detention, Saturday School, Confiscation, Parent Conference	1-5 Day Suspension, Possible Involuntary Transfer
Forged Notes/Documents/Phone Calls	Detention, 1-2 Saturday School, Parent Conference, Possible Suspension	1-5 Day Suspension, Parent Conference	1-5 Day Suspension, Parent Conference with Contract
Gambling	Warning, Counseling, Detention, Saturday School	Detention (multiple), Saturday School, Refer to Willful Defiance	Possible Involuntary Transfer, Refer to Willful Defiance
ID Violation	Warning, Parent Notification	Detention, Saturday School	Refer to Willful Defiance
Reckless Driving	Warning, Loss of Parking Privilege, Saturday School, Police Notification	Loss of Parking Privilege, Saturday School/Detention, Parent Conference, Police Notification	3-5 Day Suspension, Refer to Willful Defiance, Police Notification
Skateboarding/Roller Blades/Scooters/Bicycles	Warning, Confiscation of Article/Release to Parent	Detention, Saturday School, Confiscation of Article/Release to Parent	Confiscation of Article/Release at End of School Year, Refer to Willful Defiance or Trespassing
Tardy/Cutting/Truancy/TABS	Refer to School Policy, SARB Referral	Refer to School Policy, SARB Referral	Refer to School Policy, SARB Referral

Other Violations (classification of 48900 (k) for following offenses if student is suspended). Depending on offense, student's parents will be notified.			
Item/Offense	First Offense	Second Offense	Third Offense
Trespassing/Violation of Closed Campus	Verbal Warning, Detention/Saturday School, Police Notification	Saturday School/Detention, Refer to Willful Defiance, Police Notification	Refer to Willful Defiance, Police Notification
Use of Cell Phones or Other Electronic Devices (Refer to School Site Policy)	Warning, Confiscation, Release to Parent	Detention/Saturday School, Confiscation, Release to Parent	1-5 Day Suspension, Confiscation, Release to Parent
Gang Affiliated Dress/Display: Inappropriate dress, overt showing of gang related tattoos, in possession of gang paraphernalia.	Warning, Correction of Violation, Detention, Possible Confiscation of item, Possible Police Notification for Validation	Saturday Detention, 1-5 day Suspension, Involuntary Transfer, Confiscation of item, Police Notification	1-5 Day Suspension, Involuntary Transfer, Refer to Continued Willful Defiance, Police Notification
Horseplay/imitation Fighting: Imitating a fight, general horseplay. Birthday bashings/creaming, etc...	Warning, Detention, Community Service	Community Service, Saturday Detention, 1-5 Days Suspension	1-5 Day Suspension, Involuntary transfer, Refer to Willful Defiance
Inappropriate Display: Inappropriate display of affection.	Warning, Detention	Parent notification, Saturday School, 1-5 Day Suspension, Community Service	1-5 Day Suspension, Community Service, Involuntary Transfer, Refer to Willful Defiance
Accessory To Fight/Assault: A pupil who aids or abets in the attempted or infliction of physical injury to another, including but not limited to brokering/arranging and /or recording of fights.	1-5 Day Suspension, Police Notification, Community Service, Saturday Detention	1-5 Day Suspension, Possible Expulsion, Involuntary Transfer, Police Notification	Expulsion Recommendation, 1-5 Day Suspension, Involuntary Transfer, Police Notification

PURPOSE

All decisions related to student behavior are guided by the Board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the Board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish expected standards of student behavior; principles to be followed in managing student behavior; consequences for anti-social behavior or drug/alcohol policy violations; and required procedures for addressing misbehavior.

PRINCIPLES

The reasons for managing student behavior are: to create an orderly environment where students can learn; to teach expected standards of behavior; to help students learn to accept the consequences of their behavior; and to provide students with the opportunity to develop self-control. The following principles apply in managing student behavior:

1. Student behavior management strategies should compliment other efforts to create a safe, orderly and inviting environment.
2. Responsibility, integrity, civility and other standards of behavior should be integrated into the curriculum.
3. Disruptive behavior in the classroom will not be tolerated.
4. Consequences for unacceptable behavior should help a student learn to comply with rules, to be obedient at a minimum, and when able, to learn to accept responsibility and develop self-control.
5. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored school-related activities. The Board also prohibits retaliatory behavior or action against persons who files a complaint, testifies, otherwise participates in District complaint processes.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g. by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. A school employee who receives such a complaint shall report it in accordance with Administrative Regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with Administrative Regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Measures

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Administrative Regulation AR 5132

Dress and Grooming

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming that are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed. The principal or designee of each school site will ensure that the following District Dress Standards are contained within the local site Student Behavior Code. (cf. 0420 – School Plans/Site Councils)

East Side Union High School District Student Dress Standards

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

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

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

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

I.D. Badges

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

Student Rights and Responsibilities

KEY POINTS

Students' Rights

- *Right to an education*
- *Right to a safe environment*
- *Right to safely and confidentially report any information they feel puts themselves or someone else in danger or harm's way*
- *Students can report safely through the Administration or by using the 408.947. STOP, Campus Crime Stoppers Anonymous line, or confiding in a trusted adult on their site who will be required to report to the Administration at that school on behalf of the student*
- *Right to receive respect*
- *Right to know grading policy*

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

The goal of this statement is to reinforce the basic premise of this free society that neither rights nor responsibilities can exist one without the other.

It is fully understood that anything contained within the enumerated rights and responsibilities is subject to federal and state laws, Board Policies, District Administrative Regulations, California Interscholastic Federation Constitution and By-Laws, student body constitution and by-laws, and local school regulations.

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

Rights

1. Students have the right to an education which is, and will be, of value to them. This includes learning to function in modern-day society as a responsible citizen. Students have the right to a curriculum that at least partly reflects their concerns and interests.
2. Students have the right to a reasonable expectancy of physical safety and protection of personal property **on school grounds during normal school hours and during school-sponsored activities.**
3. Students have the right to receive respect and reasonable treatment at all times from school personnel and each other.
4. Students have the right to talk with teachers, counselors, administrators, and other personnel connected with the school.
5. Students have the right to know each of their teachers' grading procedures. They have the right to see their grades in the grade book with an explanation of the grades by the teacher on an individual basis in any class, subject to appointment. Students have the right to have errors on records corrected.
6. Students have the right to participate, through established student organizational structure, in the development and revision of policies, rules, and regulations, including curriculum, to which they are subject. They further have the right to be notified reasonably in advance of formation and enforcement of such policies, rules, and regulations.
7. Students may exercise their constitutionally protected rights of free speech, expression, and assembly. BP5145

KEY POINTS

Students'

Responsibilities

- *Attend school regularly*
- *Care for all property*
- *Show respect*
- *Request appointments when concerns arise*

Resolving Problems

- *Talk to your student's teacher, counselor or advisor to discuss concerns and resolution.*
- *If you aren't satisfied, meet with Associate Principals and/or Principal.*
- *For major issues that cannot be resolved at the school, contact the district office Assistant Superintendent, Educational Services.*
- *See page 43 for more information on complaint procedures.*

- 7.1 Students have the right to wear political buttons, armbands, or any other badges of symbolic expression.
- 7.2 Students have the right to form political and social organizations which are open to all students.
- 7.3 Students have the right to present petitions, distribute political leaflets, newspapers, or other printed matter.
- 7.4 Students have the right to reasonable use of communication systems including newspapers, public address systems, bulletin boards and school bulletins with prior review and approval by appropriate personnel.
8. Students have the right to participate fully in available curricular and co-curricular programs. Rights shall not be denied because of age, sex, race, religion, national origin or for any other reason not related to his/her individual capabilities.
9. Students have the right to organize and create a student government. Students have the right to freely elect or appoint their peers to office.
10. Students 18 years of age or older have the right to sign all official school documents and represent themselves in all school related matters.
11. Students 18 years of age or older have the right to see their own school files. Records of students under age 18 may be reviewed by parents or guardians. Students have the right to insert rebuttals to information and opinions in the files.
12. Students have the right to present complaints or grievances to school authorities and the right to receive replies within a reasonable time.
13. Students have the right of due process. Students have the right to appeal any action they believe has violated their rights.

Responsibilities

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. Students have the responsibility to protect and care for all property and to assist the school staff in operating a safe school for all students. It is also the responsibility of all students to report unusual occurrences and activities, such as vandalism and theft of school and students' property, and drug activities.
3. It is the responsibility of each student to show respect for the rights of teachers, students, administrators, and all others who are involved in the educational process.
4. Students have the responsibility to initiate their request for an appointment to confer with the teacher, counselor, administrator, or any other personnel connected with the school. It shall further be the responsibility of the students to indicate the degree of urgency. (This request can be put in writing.)

5. Students who believe a mistake in grading has been made by the teacher, have the responsibility to ask the teacher to review the records within a reasonable time.
6. Students serving on committees have the responsibility to represent the student body and to report their progress.
7. Students have the responsibility to refrain from any distribution or display of materials which are obscene, libelous or which advocate the commission of unlawful acts. Students have the responsibility to consult in advance with appropriate school personnel to determine such legal definitions. Students have the responsibility not to interfere with the school program. Students are held accountable for their actions.
8. Students have the responsibility to know and follow the rules and regulations concerning curricular and co-curricular activities.
9. Students have the responsibility to participate in and support student government.
10. Students 18 years or older have the responsibility to inform the school authorities that they are assuming their adult status.
11. Students have the responsibility to follow laws and rules regarding student records.
12. Students have the responsibility to give proper attention to personal cleanliness and neatness of dress and to follow safety and health standards. Footwear shall be worn.
13. Students have the responsibility to initiate due process on their own behalf if they feel they are being disciplined for off-campus behavior and if such behavior is not school-related.
14. Students have the responsibility to present their complaints or grievances and possible solutions, in a clear, brief manner within a reasonable time.
15. Students have the responsibility to know their rights under due process. Students have the responsibility, within a reasonable amount of time, to follow the appeals process. The levels of appeal shall be:
 - 15.1 Staff person whom it is believed has violated the student's rights
 - 15.2 Immediate supervisor of the staff person
 - 15.3 Assistant Principal or Associate Principal
 - 15.4 Principal
 - 15.5 Superintendent or his/her designee
 - 15.6 District Board of Trustees
 - 15.7 County Board of Education

EAST SIDE UNION HIGH SCHOOL DISTRICT



For Minimum Days and Staff Development Days,
 please refer to your school's website
 or the District website at
www.esuhisd.org/schools/index.html

- AUGUST** 11 First Day of School
- SEPTEMBER** 7 Labor Day
- 18 End of 1st Grading Period
- OCTOBER** 30 End of 2nd Grading Period
- NOVEMBER** 11 Veterans Day
- 25-27 Thanksgiving Holiday
- DECEMBER** 18 End of 1st Semester/3rd Grading Period
- 21 - Jan 1 Holiday Break
- JANUARY** 1 Holiday Break
- 18 Martin Luther King Jr., Holiday
- FEBRUARY** 12 End of 4th Grading Period
- 15-19 Winter Break
- MARCH** 25 - Apr 1 Spring Break
- 30 Cesar Chavez Day Observed
- APRIL** 8 End of 5th Grading Period
- MAY** 26 End of 6th Grading Period
- 26 End of Second Semester
Last Day of School

Indicates No School
 Indicates Important Date

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

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