



2026-2027

Student-Parent Handbook

Avenal Elementary School

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Avenal, CA, 93204
(559) 386-5173

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Principal's Message

Welcome Back, Wildcat Families!

I'm excited to welcome you to a brand-new school year at Avenal Elementary—home of the Wildcats! Whether you're a returning family or joining us for the first time, we're grateful to have you as part of our school community.

At Avenal Elementary, we believe that every student has the potential to grow, lead, and succeed. Our focus this year remains on building strong relationships, providing high-quality instruction, and creating a safe and supportive environment where all Wildcats feel seen, heard, and valued.

We're also proud to continue building a school culture centered around our **G.R.O.W.L. values: Growth, Respect, Outstanding Work, Hard Work, and Leadership**. These core values guide everything we do—from how we treat one another to how we rise to challenges and celebrate success.

As your Principal, I know that students thrive when schools and families work together. That's why we're committed to strengthening the home-school connection. We encourage you to stay involved by checking ParentSquare, visiting our school website, and following us on social media for the latest news and events.

There are many ways to be part of our Wildcat community—attend school events, join us for parent workshops, volunteer when you can, or take part in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. No action is too small—your involvement sends a powerful message to your child that their education matters.

Let's also work together to build strong routines at home. One of the most important ways you can support your child is by making sure they're at school every day and on time. Attendance truly makes a difference.

We're looking forward to a year full of learning, growth, and Wildcat pride. Thank you for your continued support—we're proud to partner with you in helping every student succeed.

With appreciation,

Brian Zimmerman, Principal

Avenal Elementary School



Reef-Sunset Unified School District

MISSION STATEMENT

The mission of the Reef-Sunset Unified School District is to empower and inspire students for life-long learning and relational success in order to be productive members of society.

VISION STATEMENT

The vision of the Reef-Sunset Unified School District is to provide rigorous instruction and differentiated learning that focuses on collaboration, communication, creativity, and critical thinking with the effective use of evolving technology.

CORE VALUES

- We maintain high standards and expectations for every student
- We are committed to providing safe, secure learning environments
- We support English literacy as a means of achieving academic success
- We believe in a well-executed, continuous improvement process that maintains the focus on the best interests of all students
- We are committed to recruiting and retaining highly qualified staff that support stability and quality in our educational program
- We believe "It Takes A Village" and promote shared responsibility to support all students

Avenal Elementary School

MISSION STATEMENT

Our mission at AES is to prepare all students for future learning and life by providing a rigorous education with high expectations in a safe and caring environment that enables students to become life-long learners, all while building upon their solid foundational skills.

VISION STATEMENT

We at Avenal Elementary School will use our knowledge and dedication to support and elevate our educational organization to improve academic achievement among students that ensures student success in life.



G - Growth

- We encourage you to keep a mindset of lifelong learning, adaptability, and improvement, pushing you to set goals and strive to reach your full potential.

R - Respect

- At AES, we teach the importance of valuing oneself and others. We promote a culture of kindness, consideration, and understanding within the AES community, fostering an environment where everyone feels safe, accepted, and appreciated.

O - Outstanding

- We challenge you to aim high and excel in your studies, extracurricular activities, and personal conduct, setting a standard of high achievement and quality in everything you do.

W - Work Hard

- Wildcats put in their best effort, overcome challenges, and remain committed to their tasks, understanding that hard work is key to your success. We stress the importance of dedication, perseverance, and a strong work ethic.

L - Leadership

- AES focuses on developing students' ability to lead and inspire others. We encourage you to take initiative, act with integrity, and positively influence your peers, preparing them to become responsible and effective leaders in the future.

Mascot: Wildcat

School Colors: Green, Yellow

Reef-Sunset Unified School District Leadership

Board of Trustees

Julia Mendez, President
Precilla Barrera-Lopez, Clerk
Antonio Bonilla, Trustee
Luis Montoy, Trustee
Bill Vallem, Trustee

District Leadership

Mr. Juan Ruiz, Superintendent
Mr. Ken Horn, Chief Learning Services Officer
Ms. Silvia Maldonado, Chief Human Resources Officer
TBD, Chief Business & Facilities Officer

Avenal Elementary School Staff

Brian Zimmerman, Principal

Hugo Ibarra, Student Support Coordinator

Laura Espinoza <i>TK Teacher</i>	Elisa Arroyo <i>Kinder Teacher</i>	Blanca Hamilton <i>1st grade Teacher</i>	Maria Castillo <i>2nd grade Teacher</i>	Veronica Rojas <i>4th grade Teacher</i>
Rebecca Paez <i>TK Teacher</i>	Diego Zamora <i>Kinder Teacher</i>	Miranda Ramsey <i>1st grade Teacher</i>	Robert Boehm <i>2nd grade Teacher</i>	Kaylee McClain <i>4th grade Teacher</i>
Natalie Vega <i>SDC TK-1st grade Teacher</i>	Maria Lopez <i>Kinder Teacher</i>	Danielle Ricard <i>1st grade Teacher</i>	Heather Flores <i>2nd grade Teacher</i>	Monica James <i>4th grade Teacher</i>
TBD <i>SDC 2nd-3rd grade Teacher</i>	Lupita Rodriguez <i>Kinder Teacher</i>	Tracy Riggio <i>1st grade Teacher</i>	Carrie Crass <i>2nd grade Teacher</i>	Erika Bonilla <i>4th grade Teacher</i>
Isaiah Vargas <i>SDC- 4 - 5 Grade Teacher</i>	Doris Rubalcava <i>Kinder Teacher</i>	Richard James <i>1st grade Teacher</i>	Robin Bancroft <i>3rd grade Teacher</i>	Stephannie Amos <i>5th grade Teacher</i>
Matt Sear <i>RSP Teacher</i>	Frank Ghiglia <i>Reading Specialist</i>	Crystal Cazares <i>3rd grade Teacher</i>	Elsa Montoy <i>3rd grade Teacher</i>	Kyle Johnson <i>5th grade Teacher</i>
Juanita Saldivar <i>Administrative Secretary II</i>	Jennifer Brady <i>Reading Specialist</i>	Yvonne Hernandez <i>3rd grade Teacher</i>	Isaiah Saucedo <i>5th grade Teacher</i>	Jose Ramirez <i>5th grade Teacher</i>
Lorena Lournaga <i>Administrative Secretary I</i>	Gera Maldonado <i>Head Custodian</i>	Rolando Saucedo <i>Custodian</i>	Olda De Leon <i>Custodian</i>	Marta Meza <i>Custodian</i>
Maria Campos <i>Registrar Clerk</i>	Julio Cruz <i>Custodian</i>	Isel Vargas <i>School Nurse Assistant</i>	Sylvia Machado <i>Library Media Clerk</i>	Ramona Ibarra <i>Library Media Clerk</i>
Jorge Baltazar <i>Campus Safety Liaison</i>	Adriana Enriquez <i>Cafeteria Coordinator</i>	Mayra Gutierrez <i>Cafeteria Assistant</i>	Maria C. Hernandez <i>Cafeteria Assistant</i>	Angelita Soto <i>Cafeteria Assistant</i>
Julia Cardenas <i>Cafeteria Assistant</i>	Maria. Rodriguez <i>Cafeteria Assistant</i>	Maura Hernandez <i>Cafeteria Assistant</i>	Yesi Gonzalez <i>Student Supervisor Aide</i>	Lilia Chavez <i>Student Supervisor Aide</i>
Mirta Flores <i>Student Supervisor Aide</i>	Catherine Morado <i>Student Supervisor Aide</i>	Jessica Araiza <i>Special Needs Instructional Aide</i>	Jaylene Lopez <i>Special Needs Instructional Aide</i>	Neraida Paez <i>Special Needs Instructional Aide</i>
Miriam Cabrera <i>Special Needs Instructional Aide</i>	Cristina Rodriguez <i>Special Needs Instructional Aides</i>	Adelailah Villadares <i>Special Needs Instructional Aide</i>	Rosa Martinez <i>Instructional Aide</i>	Liset Vidal <i>Instructional Aide</i>
Griselda Ortuño <i>Instructional Aide</i>	Veronica Barrera <i>Instructional Aide</i>	Stephanie Ponce <i>Instructional Aide</i>	Selina Barroteran <i>(TK) Instructional Aide</i>	Dulce Esquivel <i>(TK) Instructional Aide</i>
Gabby Tafolla <i>Instructional Aide</i>	Cynthia Nieto <i>(RSP) Instructional Aide</i>	Marisol Navarrete <i>Instructional Aide</i>	Cynthia Martinez <i>PBIS Aide</i>	Yesenia Valle <i>Wellness Specialist</i>
Brianna De la Hoya <i>District Psychologist</i>				

2026-2027 Important Dates

August 12, 2026	First Day of School (Minimum Day)
August 24, 2026	Back to School Night

September 7, 2026	Labor Day (School Closed)
September 25, 2026	Fall Picture Day
October 12, 2026	Teacher Inservice Day (No School for Students)
October 27, 2026	Picture Retakes
November 6, 2026	End of Trimester 1
November 11, 2026	Veteran's Day (School Closed)
November 17-19, 2026	Fall Parent-Teacher Conferences
November 23-27, 2026	Thanksgiving Break (School Closed)
December 14, 2026	4th/5th grade Winter Performances
December 15, 2026	2nd/3rd grade Winter Performances
December 17, 2026	TK-1st grade Winter Performances
December 18, 2026	Day Before Winter Break (Minimum Day)
December 21-January 8	Winter Break (School Closed)
January 11, 2027	School Resumes
January 18, 2027	Martin Luther King, Jr. Day (School Closed)
February 12, 2027	Lincoln's Birthday Observed (School Closed)
February 15, 2027	Presidents' Day Observed (School Closed)
February 26,, 2027	End of Trimester 2
March 9 - 11, 2027	Spring Parent-Teacher Conferences
March 12, 2027	Spring Picture Day
March 19, 2027	Day Before Spring Break (Minimum Day)
March 22-29, 2027	Spring Break
March 30, 2027	School Resumes
April 12, 2027	Open House
May 18, 2027	Milton O. Wilen Awards
June 4, 2027	End of Trimester 3
May 31, 2027	Memorial Day Observed (No School)
May 31 - June 4, 2027	Last Week of School (Minimum Days)
June 1, 2027	TK-1st grade Play Day
June 2, 2027	2nd/3rd grade Play Day
June 3, 2027	4th/5th grade Play Day
June 4, 2027	Last Day of School (Minimum Day)

Bell Schedule

Monday, Tuesday, Thursday, Friday
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	TK-1	Grades 2-3	Grades 4-5
Class Starts	7:35	7:35	7:35
AM Recess	9:15-9:30	9:30-9:45	9:45-10:00
Lunch w/Passing Period	11:00-11:45	11:35-12:20	12:15-1:00
Dismissal	2:05	2:15	2:15
Wednesday			
	TK-1	Grades 2-3	Grades 4-5
Class Starts	7:35	7:35	7:35
AM Recess	9:00-9:15	9:15-9:30	9:30-9:45
Lunch w/Passing Period	10:30-11:15	11:05-11:50	11:40-12:25
Dismissal	12:20	12:30	12:30
Minimum Day 12:00 pm Release Aug. 12, Dec. 18, Mar. 19, May 31 - June 4			
	TK-1	Grades 2-3	Grades 4-5
Class Starts	7:35	7:35	7:35
AM Recess	8:45-9:00	9:00-9:15	9:15-9:30
Lunch w/Passing Period	10:00-10:45	10:35-11:20	11:10-11:55
Dismissal	11:50	12:00	12:00

Important School Policies & Procedures

Policy Statement

Avenal Elementary School is committed to cultivating a school environment where every individual, regardless of body size, shape, or appearance, feels valued, accepted, and safe. Body shaming in any

form is strictly prohibited. This includes, but is not limited to, unsolicited comments, gestures, or digital communication that mock, stigmatize, or draw attention to an individual's physical appearance.

Scope

This policy applies to all members of the LEA/school community—including students, staff, faculty, administrators, families, and visitors—and in all school settings, including:

- Classrooms and school facilities
- Physical education and athletics
- Extracurricular programs and school events
- Online learning platforms and digital spaces
- Transportation and off-campus school activities

School Communication

We aim to keep an open line of communication between our school staff and parents. To keep parents informed of school events and updates, we send home our monthly bulletins and post on our website. We also use email, flyers, and phone calls to communicate with parents. Parents are encouraged to stay connected with their child's teacher throughout the school year to best support learning and growth.

Phone Calls & Messages

School telephones are for business use only. Students are to use the phones only in an emergency. Parents may call the school number during and after school hours for information and leave messages for staff. Calls for students will not be transferred directly to students. A message will be taken and given to the student during break or lunch.

Cafeteria & Meal Service

Breakfast and lunch are served on campus at no cost to families. Each student will be served breakfast and lunch unless they choose to bring their own food from home. We encourage students bringing food from home to bring a complete meal that is well-rounded and meets healthy nutrition standards.

Students will be served a nutritious hot and/or cold breakfast service at the start of the school day. Lunch service is 40 minutes in length with a 5-minute passing time to class.

All meals will be served in the cafeteria or primary dining hall. While in the cafeteria or primary dining hall, students are expected to enter quietly, remain in line to get their food, cooperate with staff, observe good table manners, and clean up after themselves.

NOTE: While we support parents/guardians volunteering at the school, we do not allow adults to sit at breakfast or lunch with their children unless there is a specific need to do so (medical, behavioral, etc.). Those specific needs will be discussed between school staff and parents before they join their child in the cafeteria.

Medication

Parents are required by California State Law to inform the school of any medical condition or medication to be taken by the child at school. Education Code Section 49423 defines certain requirements for the administration of medication by the school. Parents are responsible for providing the school with a signed physician's statement & a parent/guardian's request for medication to be administered during school hours. Medication must be kept in its original container with all labeling intact. No medication, including cough drops & other over-the-counter drugs, will be administered by the school unless these guidelines are followed. See office staff about procedures for inhalers.

Items Inappropriate for School

Inappropriate items include but are not limited to the following: gum, candy, sunflower seeds, permanent markers, rubber bands, matches, lighters, and glass bottles. Please be sure these items are left at home.

Cell Phones & Electronic Devices

While the district realizes that parents are concerned about their student's safety, cell phones that disrupt the educational process will NOT be tolerated. Cell phone calls, checking for the time on the phone, or text messaging is prohibited during the school day. This includes cell phones and all other electronic devices, such as music listening devices (i.e. radios, iPods, MP3 players, smart watches, portable speakers, airpods etc.) and all gaming devices, such as PS3, Nintendo Switch, PSPs, etc.

NOTE: The school is NOT responsible for any lost, stolen or broken electronic devices. It is our recommendation that students not bring anything of great value to the campus to avoid becoming a victim.

If a student has a cell phone or any other electronic device out or on during the school day without the written permission from Administration, (including breaks and lunch) they will receive the following consequences:

First Offense:

- Warning by the staff member. Documentation of the incident.

Second Offense:

- Phone confiscated by administrator, teacher or staff member. Documentation of the incident.
- Students will need to pick up electronic devices from the office at the end of the school day, and parents will be notified.

Third Offense:

- Disciplinary action
- Parent conference
- Parents will need to pick up the electronic device from the office.

Toys & Personal Items

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school. The school is not responsible for any loss of, or breakage of, personal items brought.

Arrival & Dismissal

Arrival

Students should arrive at school between 7:00 and 7:30 AM. The school gates will be opened and supervision will begin at 7:15 AM. Students in grades 1-5 will receive breakfast between 7:00 and 7:30 a.m. Students in TK and Kindergarten will have breakfast in the primary dining hall after school begins. School gates close promptly at 7:35 AM.

Student Drop-Off & Pick-Up

When picking up and dropping off students, please drive with extreme caution, follow the signs and staff directions, and watch for children. Do not stop in the middle of the road and utilize all crosswalks for your child's safety.

Early Release From School

No child is permitted to leave school before regular dismissal without prior written consent of the parent or guardian. Parents must sign students out through the office in all cases of early dismissal. Children will not be released during the day to walk home alone.

Dismissal

When leaving campus at the end of the day, students are to go directly home. Parents are asked to pick-up their child(ren) promptly. All students should be picked up within 30 minutes of dismissal time. If children are not picked up on time, the school is obligated to notify the local police department.

TK/Kindergarten Dismissal

TK/Kindergarten students must be released to their parents or others designated by their parents from the classroom or designated area. TK and Kindergarten students will not be allowed to walk home by themselves or with other children younger than 7 years old. See Bell Schedule for dismissal times. TK and Kindergarten students must be picked up and signed out in the classroom by parents, guardians, or adults designated by parents/guardians on the emergency card. *Please ensure you have a photo ID when checking out your child.*

Walkers & Bicycle Riders

Students who walk & ride their bikes to school are required to obey all traffic rules and use crosswalks. Children must cross streets at the intersections or at marked crossings. Bicycle riders must wear helmets and must walk their bicycle as soon as they come on campus. If a bike is ridden to school, it should be parked and locked in the bicycle rack. The school or district are not responsible for vandalized or stolen bicycles.

Dress Code

The following minimum standards are required of all students to ensure their safety & preserve an environment conducive to learning. The standards also apply to school-sponsored activities.

Appearance shall be neat, clean, safe, school appropriate.

- Clothes shall be sufficient to conceal undergarments at all times.
- Examples of prohibited garments are:
 - See-thru or fishnet fabrics,
 - Tops with string-straps (less than 1"), strapless, halters & off-shoulder styles,
 - Low cut & wide armhole tops,
 - Any shirt that does not cover the waist when both arms are raised.
 - Shorts/skirts shorter than mid-thigh. (Use the fingertip test: Stand up straight and if fingertips touch skin then it is too short to wear to school)
- All clothing, accessories, or jewelry are prohibited that contain:
 - Designs that depict sexually aggressive expressions or actions
 - Profanity, obscenity, drugs, alcohol, tobacco, or weapons.
- All clothing, accessories, or jewelry that are deemed to be gang-related is strictly prohibited.
- Examples include, but are not limited to:
 - The numbers "13" or "14"
 - The letters "N" or "S"
 - Solid Red/blue shirts, pants, shorts, and accessories adorned/identified with by current gangs (subject to change).
- **Shoes** must be appropriate for physical education. Shoes unsafe to run in are prohibited.
- Examples are:
 - Backless or slip-on shoes, slippers, or sandals (Flip-flops!)
 - High heels (taller than 1" heels/sole)
 - Open-toed shoes are prohibited in the playground equipment areas.
 - Crocs need to be in "Sports Mode" which means back strap on heel.
- Hats, caps, sun visors may be worn outdoors only. Dark glasses are prohibited unless they are prescribed.
- Exceptions must be approved by both the classroom teacher and administration.
- Clothing that could be used as a weapon, including steel-toed boots, chains, spikes, or studs are prohibited.

Exception to Policy: Exceptions to the dress code may be made for special days or special events as **approved by the administration**. Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress Code Policy. A petition for an exemption from enforcement of a specified portion of the Dress Code Policy may be submitted to the Administrator. If the Administrator feels the exemption is potentially valid, he/she may hold a hearing on the student's behalf that would include the Administrators; a Teacher; the President of ASB; the student in question; and his/her parents. The hearing would determine if the exemption for the specific portion of the Dress Code is granted or denied.

The **administration reserves the right to determine** which clothing or appearance is **inappropriate or disruptive** to the educational process. Students who are considered out of dress code are referred to the Administration Office. The Administrator will make a determination whether or not the student is out of dress code. If the Administrators determine that the student does not meet dress code regulations, the student may be temporarily removed from classes until dress code regulations are met or be issued "loaner" apparel to wear.

Attendance Policies & Procedures

It is important that you understand our school policies and procedures, as well as California State Law, to ensure your child is successful in school. Education Code Sections 48200, 48260-48263 identify the parent's responsibility to send their children to school and define "habitual truancy". Our goal is to educate your child. We cannot be successful if your child is not in school. When students are absent,

they miss important class instruction. California's compulsory education laws require children between six and eighteen years of age to attend school, with a limited number of exemptions. Under state law, a pupil who, without a valid excuse, is absent from school for 3 full days in one school year, or is tardy or absent for more than 30 minutes during the school day on 3 occasions in one school year, is considered Truant-48260 (a). Once a student is designated a Truant, state law requires school, districts, counties, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws. School interventions are the following:

48260.5	Letter#1---Initial Notice of Truancy
48261	Letter #2—Second Notice of Truancy
SART Meeting	Pre-SARB Intervention
48262	Letter #3—Habitual Truant Classifications
48263	SARB Referral by School to Local District Level
	SARB Referral by School to Kings County SARB

What is SART? The goal of the School Attendance Review Team (SART) is to identify barriers and hindering factors that are affecting your child's attendance and to provide strategies to support your child. Compulsory attendance and consequences for parents and minors when a student fails to attend school regularly will be reviewed. This meeting will also serve as a site intervention before the student and family are required to attend a formal hearing with the district School Attendance Review Board (SARB).

What is SARB? The School Attendance Review Board (SARB) process that gives schools the authority, after all other interventions and resources have failed, to refer truancy cases to a district attorney's office for prosecution. Many parents may not know that they are responsible for their child's attendance from the beginning of the school day to the end, and can be fined or even have to spend time in jail if they do not take their children to school. This includes excessive tardiness or excessive excused absences. There are two levels of SARB:

- **Local:** District SARB Hearing. During this process, parents and the SARB panel discuss what is going on at home and why the student is truant. The board then makes a determination on whether the case should be sent to prosecutors. Attendance Contract (valid for 1 calendar year), Referral to TIPP (a one-day parenting class in lieu of fines or jail time), and if Uncooperative a Referral to County SARB will be made.
- **County:** Once a student is deemed a habitual truant and all other measures and intervention strategies have failed, the case is then referred to the County SARB district attorney for prosecution of an infraction that can lead to fines and/or jail time. If found guilty of an infraction or misdemeanor, parents or legal guardians can be fined up to \$400 for the first infraction, up to \$1000 for the second and up to \$2,500 and/or jail time after the third.

Building the Habit of Good Attendance

It is important that the parent/guardian(s) start building the habit of good daily attendance for student(s) as early as Transitional Kindergarten. Did you know that missing just two days of school a month can make it difficult to learn to read and cause children to fall behind in school?

Below are some tips that can help in building consistent attendance:

- Establish routines for bedtime to ensure the student is well rested and up in time.
- Have a backup plan for getting your child to school in the case that you are unable to.
- Avoid planning vacations and non-urgent medical appointments during school.
- If your child seems bored or anxious, reach out to their teacher or school administrator to

- discuss ways on making them feel comfortable and keeping them engaged.
- Communicate with the school regarding attendance and any concerns you may have.

Absence Procedures

Verified and excused absences will NOT count against a student's total attendance. (Limit 8 excused absences per school year.) In-house suspension days will also NOT count against a student's attendance record. If a student misses more than the allowed absences, as stipulated by the teachers, this may affect their grade.

In keeping with the established district policies, the following procedures were developed to handle various absences.

- Any time a student is absent, communication MUST be received from the parent to explain the absence. There will be no exceptions to this procedure that classifies all unexcused absences as unexcused.
- A student who fails to bring a note from home or have a parent call within 72 hours will be unable to change the unexcused absence.
- When a student returns to school after an absence they MUST submit a note to the Attendance Clerk. Students are advised to arrive at school early to drop off their note to avoid being late for class.

Absences

All students are allowed eight (8) excused illnesses without a medical verification per school year. Excused absences are as follows:

Excused Absences

Illness, doctor appointments, and attendance at funerals (immediate family members only by board policy) - require only a statement from the parent (note or phone call within 3 days). "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 46010)

Verified Absences

Same as above - requires letter/excuse card from a doctor or written excuse from an administrator. In special circumstances, the Reef-Sunset Unified School District nurse may verify an absence. The parent or guardian must call the attendance office on the day of the absence and request this service. If a parent calls and states that a student will be out due to a doctor's appointment, a doctor's note must be provided. If the doctor's note states that the student can return to class on that same date, the student must return. If the student does not return it will be an unexcused absence.

Justifiable Absences

Valid reasons approved by administrator - must be requested in writing and approved by an administrator prior to the absence.

Excessive Excused Absences

Excessive excused absences will be dealt with in the following manner:

When a student has had eight (8) absences in the school year for illness any further absences for illness must be verified by a physician or it will become an unexcused absence which can lead to SARB processes. (See the above Excused Absences section for limits of absences without a medical verification).

- **Step 1:** Eight (8) days of excused absences will result in an Attendance Awareness Letter mailed home notifying parents.
- **Step 2:** Ten (10) days of excused absences will result in a 2nd Attendance Awareness Letter mailed home notifying parents. A parent conference with the Student Support Coordinator will be scheduled and an Attendance Plan will be required.

- **Step 3:** Twelve (12) days of excused absences will result in a 3rd Attendance Awareness Letter mailed home notifying parents. A parent conference with the Student Support Coordinator will be scheduled and an Attendance Plan will be required.

Unexcused Absences

Unexcused absences are any absences that are not cleared with a parent/guardian's note or phone call. Out of town or appointments for anyone other than the student is NOT a valid excuse.

Unexcused absences will be dealt with in the following manner:

- **Step 1:** Three (3) days of unexcused absences will result in a 1st SARB notice mailed home. A doctor's note will be requested (if the absence was a medical issue). 1st mini SARB conference with parents and administrator will be scheduled and an Attendance Plan will be required. Saturday School will be assigned.
- **Step 2:** Five (5) days of unexcused absences will result in a 2nd SARB notice mailed home. A doctor's note will be requested (if the absence was a medical issue). 2nd mini SARB conference with parents and administrators will be scheduled and an Attendance Plan will be required. Saturday School will be assigned.
- **Step 3:** Eight (8) days of unexcused absences will result in a 3rd SARB notice mailed home and the student will be referred to District Level SARB. These meetings are mandatory and failure to appear will cause further legal action.

NOTE: SARB is the School Attendance Review Board which is composed of school & community members who meet regularly to diagnose & resolve persistent student attendance or behavior problems. The goal of S.A.R.B. is to keep students in school & provide them with a meaningful educational experience. S.A.R.B. does have the power, when necessary, to refer students & their parents or guardians to court.

Tardy

A student is considered tardy if they are less than 15 minutes late to school with no valid excuse. Being on time is a life skill that is important to each student's future success. Tardiness affects students' academic progress, connection to school, and disrupts the classroom environment.

Truancy

Any student who is absent one full school day, or tardy or absent for more than any 30 minute period during a school day without a valid excuse, or any combination thereof, on three occasions will be classified as a truant. (EC 48260) The student's parent/guardian will be sent a truancy letter. Any student who has been reported as truant three or more times in a school year is deemed a habitual truant. (EC 48262) The student's parent/guardian will receive a Habitual Truant letter and shall be referred to the School Attendance Review Board (S.A.R.B.).

Leaving School Early

According to EC 48200, students between the ages of 6 and 18 must attend school full-time, unless otherwise exempt. If your child leaves early to attend a doctor's appointment, a doctor's note is required to verify that the student was at a doctor's appointment. A student taken out of school

before 1:45 PM on Monday, Tuesday, Thursday, or Friday or **12:00 PM** on Wednesday will be counted as truant, and will be included in the SARB process if necessary.

Academics

Trimester Periods

- 1st Trimester Ends November 6, 2026
- 2nd Trimester Ends February 26, 2027
- 3rd Trimester Ends June 4, 2027

Parent-Teacher Conferences

Parent conferences are held for all students after the first trimester. Parents are sent notices and encouraged to come to the conference. At these conferences, the parent and the teacher discuss student needs and set goals. Additional conferences may be held formally or informally throughout the year at your request, or at the request of the teacher. Report cards are issued to students three times a year. Report cards for the first trimester will be sent home with the parent who attends the conference. Students of parents who have not attended the conference will receive report cards on the Monday following conference week. For the rest of the year, report cards are mailed home at the end of each reporting period.

All Parent-Teacher Conference dates will be early release schedules.

- Fall: November 17-19, 2026
- Spring: March 9 -11, 2027

Homework

Homework is an extension of the regular school day. It provides reinforcement, enrichment & enhancement for the activities that have been introduced & practiced in the classroom. The focus of homework is to lay a proper foundation for studying. The students must realize that learning requires consistency, organization & dedication.

The school has an established homework policy. Homework for Kindergarten students is designed to be completed in 10-15 minutes, and first–fifth-grade homework is planned for 15-20 minutes. The amount of time will vary somewhat from student to student because each student will be working at his/her developmental pace. Students will not have homework on weekends or holidays.

ALL students are encouraged to read at home every day for at least 30 minutes. We learn to read by reading, reading, and reading!

Short-Term Absences

Parents may request homework for students that will be absent for up to three days in a row. In fairness to our teachers, we would ask for two working days to fulfill homework requests. Please contact the office to request homework.

Independent Study Contract

If your family plans to be out of town for one to fifteen days, contact the school to obtain an Independent Study Contract. The school office must be contacted at least five days before the student will be absent in order to allow for teachers to provide the appropriate school work for the number of days the student will be gone. The Independent Study Contract must be signed and all work picked up from the office before the student leaves on vacation. All assessments missed must be taken by the student within 5 days of their return to school. Any assessments and/or assignments that are not turned in on time upon the return of the student will result in a grade of “zero” for those assignments and/or assessments.

Home Hospital (Medical Absences)

If a student will be absent for more than 3 days for medical reasons, please contact the principal to request home hospital. A doctor’s note will be required for a student to be placed at home hospital.

Retention Guidelines for Kindergarten

Students who have completed one year of Kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48001).

Retention Guidelines for 1st through 5th Grades

All proposed retentions in grades 1st through 5th grade will be recommended by the teacher, agreed to by the parent, and approved by the principal and district leadership. If any questions, concerns, or disagreements are raised with respect to the retention, they will be forwarded to the Superintendent or designee for final approval or denial (AR 5123 and BP 5123).

Parent Request for Teachers

As a parent you may request a teacher for your child for the upcoming school year. However your request is not a guarantee for that particular teacher. The principal is responsible to balance all classrooms equitably to ensure the success of all students. Teacher request forms will be accepted in the school office for the following school year between the first Monday and last Friday in May.

Behavior Standards

Reef-Sunset Unified School District supports positive discipline practices in order to help to provide the best learning environment. The support and understanding of families is necessary to make these procedures and policies successful.

The laws of the State of California, the policy of Reef-Sunset Unified School District, and the rules and regulations of the school site are the basis for the standards of conduct at AES. The Board of Trustees and school administration have adopted a policy for discipline procedures.

Students are under the jurisdiction of the school for disciplinary purposes (1) while on the school grounds and parking lot; (2) while going directly to school or going directly home from school; (3) during the lunch period, whether on or off campus; and (4) during, or while going to or coming from, a school-sponsored activity. Students who violate district discipline policy at these times are subject to the stated disciplinary alternative including, but not limited to suspension and expulsion (Ed Code 48900). Such jurisdiction does not make the district board, certificated personnel, or classified personnel liable for student's actions.

Positive Behavior Intervention & Support (PBIS): The district has adopted and uses the PBIS approach to discipline. It is a system approach to establish the social culture and behavioral supports needed for a school to be an effective learning environment for ALL students. The program involves effective planning on how to address both positive and negative behavior. We believe every student has the right to learn and each teacher has the right to teach.

Behavior Expectations

We are using the Positive Behavior Intervention & Supports (PBIS) and Time to Teach (TtT) framework to help students as they strive to make good decisions. We have created a set of guides for each area of the school to help children think & act responsibly in different situations.

PBIS at a Glance:

- Framework that promotes self-esteem through success
- A system that encourages good behavior and positive feedback
- Students learn about behavior, just as they learn to read or do math
- The key is prevention, not punishment

In order for students to benefit from a positive, safe school environment, student discipline issues are enforced in a consistent manner and positive behavior is reinforced.

Consequences of student behavior are used to teach appropriate behavior. For students who are meeting the behavioral expectations their consequences will be something that reinforces that behavior (PBIS tickets, extra time, preferred activity, etc.). For students who are not meeting the expectations they will be retaught the school expectations and will receive consequences that are appropriate for the action.

Measures Used to Modify Behavior:

- Support Staff/Teacher Actions
 - Verbal warnings
 - Notices of unacceptable behavior
 - Designated area within the classroom (seated near point of instruction, refocus area, etc)
 - Structured recess

- Student conference
- Loss of privileges
- Parent contact via phone/parent square
- Time in office
- Referral to programs & counseling (COST, PBIS Aide, Wellness Specialist, School Resource Officer, etc)
- Discipline referral (resulting in conference with Principal or Student Support Coordinator)
- Suspension from class
- Administrative Actions
 - Parent conference in person or via phone
 - Home visit
 - Restorative practices
 - Recess/Lunch/After School detention
 - Community service (outdoor beautification, campus betterment)
 - Parent Supervision of Child
 - If behavior is continually disruptive within the classroom, a parent or guardian may be required to attend class with the child. -California Education Code 48900.7
 - Behavior Contract
 - Behavior Intervention Plan (BIP)
 - Suspension

School-wide Behavior Expectations

Our school core values are:

Growth

Respect

Outstanding

Work hard

Leadership

- **Cafeteria:** Students are to line up without crowding, cutting, or saving places. Students enter the cafeteria quietly and orderly, being cooperative with staff. The cafeteria provides lunch for every student and students are encouraged to eat lunch every day for good health and nutrition. It should be healthy (candy and soda are **prohibited**). They are also not to share their lunch with other students. No food or beverages are to leave the cafeteria, unless given permission by a teacher or administrator. Good table manners are expected. Students may quietly visit with those immediately near them. When finished eating, students are to clean up their table area and empty garbage into the trash cans provided. Students are to remain on the school grounds during lunch unless a parent comes to the office and signs the student out.
- **Restroom:** Students are encouraged to use them during recess. Any misconduct in the restrooms, vandalism or harassment of others, will result in restrictions for the protection of others.
- **Playground:** Students must conduct themselves safely at all times and will be held accountable for injuring others, even in the case of “accidents”. All students must **walk** on the playground, running is only allowed on the field. Students are expected to play fair, use School Rules when

playing games, and share all equipment. This applies to all after school programs. When the whistle is blown and recess is over, students are to freeze then **walk** to their “paw” and line up respectfully.

- **Assembly:** The Wildcat Day Assemblies will be held regularly. Students must demonstrate appropriate behavior during Wildcat Day Assemblies. Booing or other disrespectful behavior may result in restricting student attendance at future assemblies.
- **Field Trip Bus:** Buses may be used for field trips and other activities. Students are taught bus etiquette and safety. The authority of the bus driver must be respected and his/her directions must always be followed. The driver of the school bus has a very important and responsible position. State law gives him/her full authority over every student on the bus with no exceptions. Food and beverages are not allowed on the bus. Water is the only consumable allowed.
- **Respect for Staff:** Students are expected to show respect to all staff. If students feel they have been treated unfairly, discuss the incident with the Student Support Coordinator.

School Behavior Matrix

	Growth	Respect	Outstanding	Work hard	Leadership
Classroom 	• Care for others' objects • Speak politely	• Walk in the classroom • Use acceptable language • Keep hands to self	• Show understanding	• Use materials/equipment properly • Keep aisles clear • Bring all needed materials	• Stay on task • Complete assignments • Follow directions
Hallway/Breezeway 	• Voice volume 0 or 1	• Follow directions • Stay to the right	• Hands and feet to yourself • Keep breezeway & hallways clean	• Stay in line	• Set a good example
Rest Room 	• Wait your turn • Avoid physical contact and horseplay	• Respect others' privacy • Use restrooms appropriately • Keep restrooms clean	• Use appropriate language	• Wash your hands • Flush toilets	• Report problems/vandalism

Cafeteria 	● Wait your turn	● Maintain position in line ● Speak in conversational tones ● Follow directions	● Use appropriate language ● Remain seated until dismissed ● Keep hands to self ● Always walk	● Keep eating area clean ● Dispose of containers properly	● Use good manners ● Help others
Library 	● Use a quiet voice	● Follow directions ● Walk ● Keep hands to self	● Wait patiently ● Push in chairs when done	● Return materials on time	● Ask for assistance ● Use materials appropriately
Recess 	● Follow playground procedures ● Observe good sportsmanship ● Drink plenty of water	● Share equipment ● Follow directions	● Hands and feet to yourself	● Check in/out equipment	● Play cooperatively ● Report injuries & problems immediately

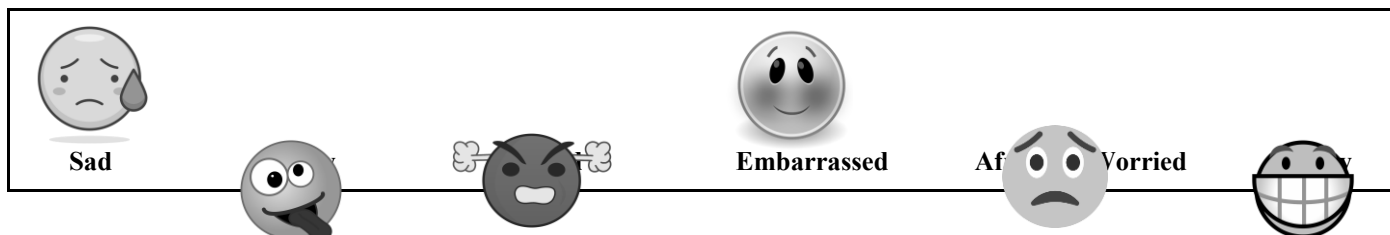
	Growth	Respect	Outstanding	Work hard	Leadership
Room Culture 	● Be aware of the surroundings ● Help others when appropriate	● Respect the viewpoint of others ● Listen and respond appropriately ● Take turns	● Follow school and classroom rules ● Wait patiently	● Return materials to their proper place ● Use materials appropriately	● Use considerate and encouraging language ● Stay on task
Whole Class Instruction 	● Listen carefully ● Try to understand all viewpoints	● Stay seated ● Wait for directions	● Respond appropriately	● Take notes	● Follow directions ● Use appropriate language
Group Work 	● Do your best	● Take turns ● Listen to the speaker ● Follow all directions carefully	● Respond thoughtfully ● Work collaboratively	● Manage materials ● Focus on assigned tasks ● Move carefully around the space if needed	● Be supportive ● Be helpful ● Do your part
Independent Work 	● Follow directions ● Ask questions	● Ask questions appropriately ● Choose a quiet activity when finished	● Do your best ● Stay on task	● Check your work for correctness and neatness ● Use materials and resources for their intended purpose	● Keep a positive attitude
Transitions 	● Watch out for others	● Listen for and follow directions	● Wait patiently	● Move quietly and quickly	● Move carefully
Resource Areas 	● Report problems appropriately and immediately	● Take care of resources ● Leave resources in good order	● Wait patiently for your turn	● Return items to their proper place	● Move carefully ● Watch out for others

Student Discipline



Date _____

_____’s Refocus Sheet



Sad

Embarrassed

Afraid Worried

_____ Attention

_____ To have Fun

_____ To get my own way

_____ To be left alone

_____ Someone to listen to me

_____ To show I was already mad

I Wanted:

_____ Something else:

Chose to:



Not be Safe



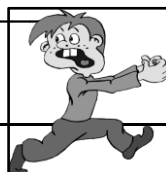
Push



Yelling



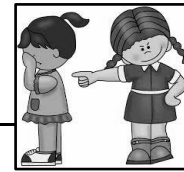
Kick



Run



Hurt others



Be un-Kind

Draw or write about how you can use GROWL to make better choices:

Growth
Respect
Outstanding
Work Hard
Leadership

Avenal Elementary School Office Discipline Referral Form

Escuela Primaria de Avenal Forma Disciplinaria

Name Nombre _____ **Date Fecha** _____ **Time Hora** _____

Grade Grado _____ **Teacher Maestro/a** _____ **Referring Staff Personal Refiriendo** _____

Location: Localización:

- | | | | | |
|---|---|--|--|--------------------------|
| ☐ Class Clase | ☐ Hallways/Stairs Pasillos/Escaleras | ☐ Playground Patio de Recreo | ☐ Office Oficina | ☐ |
| ☐ Other Otro | | | | |
| ☐ Cafeteria Comedor | ☐ Field Trips/Assemblies Paseos/Asambleas | ☐ Restrooms Baños | ☐ Library Biblioteca | |

Others Involved in Incident: Otros Involucrados en el Incidente:

- ☐
- None Ninguno**
- ☐
- Peers Compañeros**
- ☐
- Teacher Maestro/a**
- ☐
- Staff Personal**
- ☐
- Substitute Suplente**
- ☐
- Other Otro**

Staff Directed: Acción del personal:
Admin Directed: Acción administrativa:
Motivation: Motivación:

- ☐
- Talking Hablando**
-
- ☐
- Running Corriendo**
-
- ☐
- Off Task No Hace su Trabajo**
-
- ☐
- Physical Contact Contacto Físico**
-
- ☐
- Arguing Argumentando**
-
- ☐
- Bothering others Molestando a Otros**
-
- ☐
- Dress Code Código de Vestuario**
-
- ☐
- Disrespect Falta de respeto**
-
- ☐
- Gum/Food Chicle o Comida**
-
- ☐
- Not Following Adult Directions No Seguir las Instrucciones de los Adultos**
-
- ☐
- Inappropriate Use of Equipment Uso Inadecuado de los Equipos**
-
- ☐
- Not Playing Fair No Juega Justamente**
-
- ☐
- Other Minor Behavior Otro Comportamiento Menor**
- _____

- ☐
- Habitual Abusive Language/Gestures/Profanity Lenguaje Abusivo/Gestos/Profanidad**
-
- ☐
- Fighting/Physical Aggression/Assault Pelear/Agresión Física/Agredir**
-
- ☐
- Excessive Disrespect Falta de Respeto**
-
- ☐
- Lying/Cheating Mentir/Copiar**
-
- ☐
- Harassment/Bullying/Threats Acoso/Intimidación/Amenazas**
-
- ☐
- Excessive Disruptive Behavior Comportamiento Disruptivo**
-
- ☐
- Vandalism Vandalismo**
-
- ☐
- Theft/Stealing Robo**
-
- ☐
- Technology Violation Violación de Tecnología**
-
- ☐
- Creating a False Emergency Creando una Falsa Emergencia**
-
- ☐
- Weapons Armas**
-
- ☐
- Other Major Behavior Otro Comportamiento Mayor**
- _____

- ☐
- Peer Attention Atención de Compañeros**
-
- ☐
- Adult Attention Atención de Adultos**
-
- ☐
- Obtain Item/Activity Obtener Artículo/Actividad**
-
- ☐
- Avoid Task/Activity Evitar la Tarea/Actividad**
-
- ☐
- Avoid Peers Evitar a los Compañeros**
-
- ☐
- Avoid Adults Evitar a los Adultos**
-
- ☐
- Unknown Desconocido**
-
- ☐
- Other Otro**
- _____

Ed Codes:

- | | |
|--|--|
| ☐ 48900(k) | ☐ 48900(g) |
| ☐ 48900 a(1) | ☐ 48900(h) |
| ☐ 48900 a(2) | ☐ 48900(i) |
| ☐ 48900(b) | ☐ 48900(r) |
| ☐ 48900(c) | |

Staff Action: Acción de Personal:
Administrative Action: Acción administrativa:

- ☐
- Student Conference Conferencia con el Estudiante**
-
- ☐
- Loss of Privilege Pérdida de Privilegios**
-
- ☐
- Time in Office Tiempo en la Oficina**
-
- ☐
- Other Otros**
- _____
-
- Date Fecha**
- _____

- ☐
- Contact Parents via Phone Contacto con los Padres por teléfono**
-
- ☐
- Individualized Instruction Instrucción Individualizada**
-
- ☐
- Follow-up Agreement Seguimiento de Acuerdo**
-
- ☐
- Other Otro**
- _____

- ☐
- Lunch/Recess Detention Detención de Lonche/Recreó**
-
- Date Fecha**
- _____
-
- ☐
- In-School Suspension Suspensión en la Escuela**
-
- (_____ Hours/Days horas/días)**
-
- ☐
- Out-of-school Suspension Suspensión fuera de la Escuela**
- (_____ Hours/Days horas/días)

Other Comments: Otros Comentarios:

Staff/Admin. Signature: Firma de Personal/Administrador: _____ **Date: Fecha:** _____

Student Signature: Firma de Estudiante: _____ **Date: Fecha:** _____

Parent Signature: Firma de Padre: _____ **Date: Fecha:** _____

Suspension & Expulsion

Grounds for Suspension & Expulsion (EC. 48900 & 48900.7)

A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent or the Principal of the school in which the student is enrolled determines that the pupil has:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.	g. Stole or attempted to steal school property or private property.
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.	h. Possession and/or use of tobacco or any products containing tobacco and/or nicotine.
c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.	i. Committed an obscene act or engaged in habitual profanity or vulgarity.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.	j. Had unlawful possession of, unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
e. Committed or attempted to commit robbery or extortion.	k. Disrupted school activities or otherwise defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
f. Caused or attempted to cause damage to school property or private property.	l. Knowingly received stolen school property or private property.

A pupil may be suspended or expelled for acts which are enumerated in this section & related to school activity or attendance which occur at any time, including but not limited to any of the following:

- While on school grounds
- During the lunch period, whether on or off-campus
- Before school, on the way to school & after school, on the way home.

Sexual Harassment

Sexual Harassment

Students are expected to report incidents of sexual harassment to their teacher or an administrator in a timely manner. If the situation involving sexual harassment is not promptly remedied, a complaint of harassment may be filed. Sexual harassment includes but is not limited to, unwelcome sexual advances, & other verbal, visual, or physical conduct of a sexual nature when the conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

Examples of prohibited conduct are:

- Sexual jokes, stories, drawings, pictures, or gestures
- Touching an individual's body or clothes in a sexual way.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against an individual who reports an incident of sexual harassment.

Bullying, (Harassment, Threats, Intimidation)

Students must show respect for other persons and property. Violations of this requirement include, but are not limited to: behaviors that endanger staff or students, shoving, fighting, threatening, insubordination, profanity, hazing or any other initiation activity, gambling, vandalism, damage to or theft of property belonging to the District, staff or students, throwing food, littering, throwing water or ice, harassment, bullying, intimidation, gang signs or calls, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering. Students that intentionally engage in harassment, threats, or intimidation, directed against a pupil or staff member, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating a substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment will be subject to suspension and/or recommended for expulsion. Threats that are verbal, written, or transmitted by E-mail may be reported to law enforcement. **(Reference Ed Code 48900.4)**

Cyberbullying

The National Crime Prevention Council's definition of cyber-bullying is "when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person." StopCyberbullying.org, an expert organization dedicated to Internet safety, security and privacy, defines cyberbullying as: "a situation when a child, tween, or teen is repeatedly tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child or teenager using text messaging, email, instant messaging, or any other type of digital technology." If a student participates in any form of bullying, they are subject to suspension and in violation of California Ed Code 49800 (r) which states: "Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel." **Students BP S14S.3(a)**

Policy 5145.7: Sexual Harassment**Status:** ADOPTED**Original Adopted Date:** 12/11/2014 | **Last Revised Date:** 09/18/2025 | **Last Reviewed Date:** 09/18/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

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

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

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

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

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

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

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence 48900.4 Suspension or expulsion for threats or harassment 48904 Liability of parent/guardian for willful student misconduct 48907 Student exercise of free expression

48950 Freedom of speech 48985 Translation of notices 49020-49023 Athletic programs

51500 Prohibited instruction or activity 51501 Prohibited means of instruction 60044 Prohibited instructional materials CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary & secondary education programs UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972 UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & Title VII Civil Rights Act of 1964, as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color, or national origin

104.7 Designation of the responsible employee for Section 504

106.8 Designation of the responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567 Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools & Sexual Orientation: A First Amendment Framework for Finding Common Ground,

2006 NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation & Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment & Bullying, October 2010 Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov> California Safe Schools Coalition:

<http://www.casafeschools.org> First Amendment Center: <http://www.firstamendmentcenter.org> National

School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Emergency Cards

It is imperative that you fill out an Emergency Card for EACH of your children as NO child will be released, during school hours, to anyone not listed on the card. If your child has any known allergies, medical problems, or is taking any medication, this should be noted on the card. Medical conditions that could escalate at school into an emergency situation should be discussed with the teacher or nursing staff.

Please remember to speak with each new teacher, even if you've spoken to other staff on campus.

You must inform the office immediately of any change of address, phone number, or medical condition. The information from the card is used to contact parents & guardians in the event of an emergency.

Fire/Earthquake/Lockdown Drills

State law requires fire drills to be held once each month. The fire bell is a loud continuous series of bells. Students should leave classes orderly and immediately proceed out of the room to the designated fire drill station. Leave all equipment in classrooms. A long bell will be sounded for the "all clear."

Earthquake Drills, which are a Duck, Cover, Hold, and Evacuate activity will also be performed throughout the year. During lockdown drills we will practice locking the doors, turning off the lights, maintaining quiet and looking for cover.

K-9 Search

In an effort to keep Avenal Elementary School free of drugs, the district may use specially trained, non-aggressive dogs to sniff out & alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items, or vehicles on the district property or at district-sponsored events as long as they are not allowed to sniff the person. Items shall not be sniffed if a person is close by. The above inspections shall be unannounced & may be made at the discretion of the Superintendent or designee. Students & parents/guardians are hereby informed of this policy.

Active Shooter

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

In the event a dangerous intruder enters a school, the staff is to quickly determine the most reasonable way to protect the safety and lives of students and staff. Students are to follow the lead of teachers and administrators during a dangerous intruder situation.

Visitors

State law prohibits loitering on any public school campus while school is in session. All visitors must report to the office and state the reason for their visit. All visitors must check in through the Receptionist Desk in the Main Office and receive a visitor's pass.

Avenal Elementary School does not allow visitors, infants, or toddlers during the day without administrative approval. Small children, not enrolled in the school are not allowed due to liability concerns, so please make other arrangements for younger children.

Visitors must also check out with the office and return the visitor's pass. All visitors must wear a visitor's pass at all times.

Guest speakers and/or presenters must be pre-approved by administration before speaking and/or presenting at school.

Health & Wellness

Wellness Policy

The state of California requires that schools provide only healthy food & snacks to students. Board Policy AR 5030 Goal 5 requires that we ensure all food & beverages not served through Food Services meet the basic nutrition standards. That means teachers cannot give candy or other “junk food” as routine treats or rewards & we limit our parties to two per year.

Health Services

The health of students is protected by providing care for emergency illness or injury, by providing control of communicable diseases, and by providing hearing and vision testing. The office staff is qualified to render basic first aid. Please assist us by keeping your children home when they are ill. Your child should be fever-free for 24 hours before returning to school. Prolonged illness or communicable diseases should be reported to the school office as soon as possible. The district provides vision and hearing screening at various grade levels/times. Any concerns noted during those screenings will be reported to you. If you have questions about screening please contact the school office or refer to the district or school websites for information about dates and grades to be screened.

Medication At School

School personnel cannot provide services normally provided by a doctor or a hospital. However, medication can be administered under the following regulations:

- With certain exceptions such as inhalers, students may not carry medications at school. All medications including inhalers must be brought to and cleared by the main office.
- The parent or guardian and physician must sign a statement requesting that school personnel assist the student in taking medication during school hours.
- The medication bottle provided by the parent must have the prescription label complete with the pupil's name and the doctor's instructions including prescribed dosage.
- Parent requests and physician statements must be renewed annually; newly signed statements must be submitted when the medication regimen is changed. Forms are available in the main office.
- If your child has been vomiting at home and/or has a fever of 100.2 at home, the child must be at least 24 hrs. fever-free and vomit-free to attend school.

Parents are required by California State Law to inform the school of any medication to be taken by the child at school. Education Code Section 49423 defines certain requirements for the administration of medication by the school. Parents are responsible for providing the school with a signed physician's statement and a parent/guardian's request for medication to be administered during school hours. Medication must be kept in its original container with all labeling intact. No medication, including cough drops and other over-the-counter drugs, will be administered by the school nurse or will students be allowed to have unless these guidelines are followed. See office staff about procedures for inhalers.

Student Support Services

English Learners

All parents or guardians of children entering a California public school must indicate the primary language of the child (the first language spoken). If the language is other than English, the child is evaluated to determine his/her English language proficiency. The district provides additional language assistance as appropriate.

English Learner Student Identification, Assessment, and Placement

Initial Identification and Placement Process

Step 1: Home Language Survey

At the initial registration, the Home Language Survey (HLS) is used to determine the student's primary language. This is a legal document and must be kept on file in the student's permanent cumulative folder.

Step 2: English Language Proficiency Assessment

If Items 1, 2, or 3 are answered with English on the HLS, the child is classified as English Only (EO). If any of Items 1, 2, or 3 on the HLS are answered with a language other than English, the child is tested for English language proficiency using the Initial English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment at their school.

Step 3: Language Classification

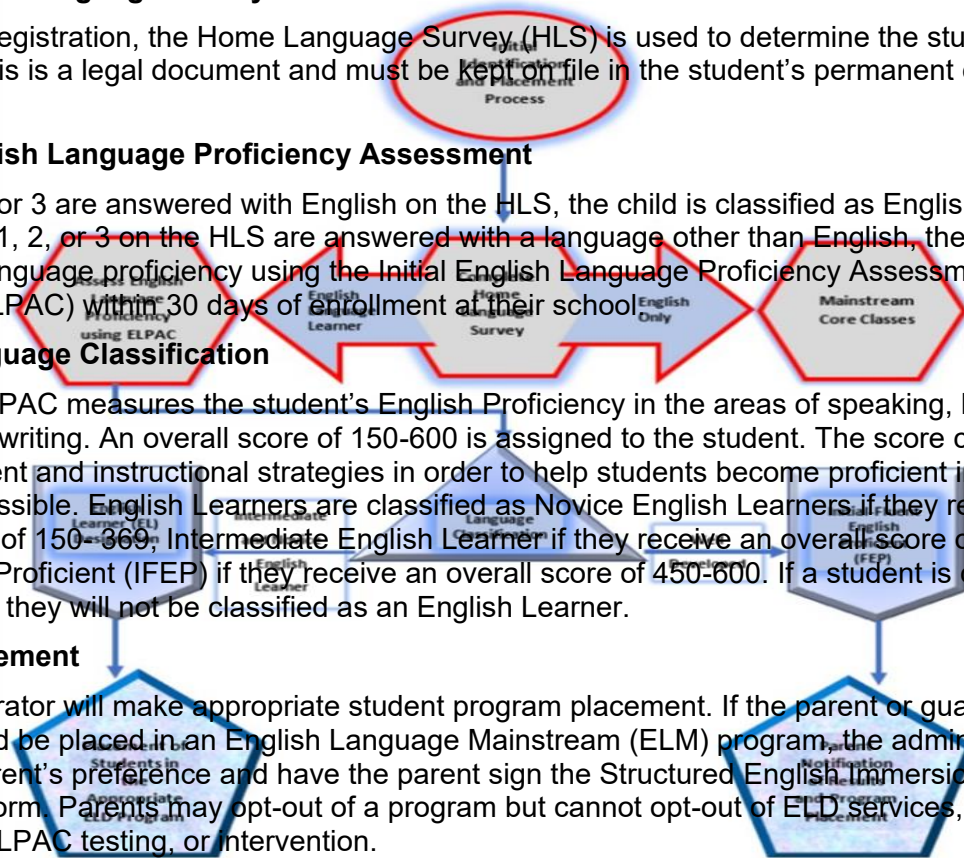
The Initial ELPAC measures the student's English Proficiency in the areas of speaking, listening, reading, and writing. An overall score of 150-600 is assigned to the student. The score can be used for both placement and instructional strategies in order to help students become proficient in English as quickly as possible. English Learners are classified as Novice English Learners if they receive an overall score of 150-369, Intermediate English Learners if they receive an overall score of 370-449, and Initial Fluent Proficient (IFEP) if they receive an overall score of 450-600. If a student is categorized as an IFEP then they will not be classified as an English Learner.

Step 4: Placement

The administrator will make appropriate student program placement. If the parent or guardian requests that their child be placed in an English Language Mainstream (ELM) program, the administrator will honor the parent's preference and have the parent sign the Structured English Immersion Program Exemption Form. Parents may opt-out of a program but cannot opt-out of ELD services, ie. ELD instruction, ELPAC testing, or intervention.

Step 5: Parent Notification of Assessment Results and Program Placement

Within 30 days of enrollment, parents or guardians of English learners will be notified in writing of their child's English language proficiency assessment results (ELPAC) and program placement. Parents will also receive an assessment report from the State of California several weeks later. Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)



Social/Emotional Support

We strive to nurture the social, emotional, and physical well-being of all students. Students who are struggling can receive a variety of supports to help address their identified needs, including individual and group counseling, and at times, referrals to community agencies. Parents/guardians can refer students by contacting the student's teacher or site administrator. Teachers can refer students and students can self-refer or refer friends by speaking directly with an adult at school.

Student Study Team

Teachers may refer students experiencing difficulties including needing intervention and needing increased challenge (academic and/or nonacademic) to a Student Study Team (SST). The SST reviews the student's strengths and needs and recommends interventions to assist in supporting and promoting the student's success. The team may include the student's teacher, support personnel, and the principal. Parents/guardians are invited and encouraged to attend. Parents/guardians may also initiate a request that their child be discussed at an SST meeting based on their own particular concerns. Such requests should be put in writing and directed to the administration.

Parent Involvement

Title I Parent & Family Engagement

Title I School

Avenal Elementary School

Avenal Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Avenal Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Students are identified as Title I using district criteria.
- Parents of Title I students are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.
- At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about our programs and for parents to express continuing input concerning academic programs.
- Parents are also encouraged to feel comfortable to communicate with their child's teacher about their child's progress.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the district website, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.
- Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

Parents of Title I students are provided timely information about Title I programs at:

- Parent Teacher Conferences
- Title I Parent Meetings
- School Site Council Meetings
- English Learner Advisory Committee Meeting

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:

- Back to School Night Parent Conferences
- Family Nights (Math, Literacy, Science, etc)
- Student Study Teams
- School Site Council Meetings
- English Learner Advisory Committee Meetings
- School Plan for Student Achievement
- School Website provides information regarding assessments, and or upcoming benchmarks

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Teachers are expected to request a meeting with parents at any time they deem necessary. These requests can be generated via the telephone, email, or letter. Parent teacher communication is of the highest priority.
- All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting
- All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via the student agenda, letter, email, or phone call.
- Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year. At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via BlackBoard phone services. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.
- Parents and staff can request a Student Study Team meeting to discuss student concerns
- Parents and staff can request support from the Student Support Coordinator to discuss student concerns.
- Scheduled meetings are planned for students with Individual Educational Plan (IEP)
- School-Parent Compact

compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School Site Council reviews the School-Parent-Student Compact annually and contributes revisions.

The School-Parent Compact is signed by all participating parties by the end of the first Parent-Teacher Conference. The teacher has the responsibility of assuring that all compacts have been signed by all parties. The parent keeps a copy and the teacher will have access to a copy in the office. Copies will be filed for Categorical Program Monitoring.

Parent Involvement

BP 6020: The Board of Trustees recognizes that parents/guardians are their children's first & most influential teachers. Parent involvement contributes greatly to student achievement & a positive school

environment.

Avenal Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- At Back to School Night, the school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides parents with resources to help them work with their children to improve their children's achievement at Parent Teacher Conferences, through parent meetings, and on the school website.
- Teachers check on student progress on a weekly basis through informal assessments, common formative assessments, and monitor progress of all students through Professional Learning Communities in collaboration with Grade level. Students in need of extra support are offered intervention and/or small group instruction.
- Parents receive results of academic progress on report cards, and parent-teacher contacts.

Parent Visitors to School

Parents and guardians are welcome to visit their child's school. All visitors are required to register in the main office to obtain a visitors pass before entering any areas of the school campus. Please note, that if you leave the school you must sign out and register again in the main office if you would like to return back onto the school campus. A Drivers License/ID is required to check in with the Raptor System.

School classroom visits with teachers may be arranged with the teacher and principal or designee in advance to ensure a minimum interruption to the regular classroom program. Any person whose conduct willfully disrupts classwork or school activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to penalties provided by law.

Parent Volunteers

Parent/Guardian volunteers are welcome at any time. If you are interested in volunteering at Avenal Elementary, or volunteering as a chaperone for field trips please contact the schools main office. All persons volunteering must obtain TB clearance, be fingerprinted, and receive approval prior to a volunteer experience. Volunteers must also complete all District-required training as outlined in District procedures. The process is simple but not immediate, so please contact the school office well in advance of when you would like to begin volunteering. **Approval for any volunteer in the classroom or at the school site will be at the discretion of the Site Principal.**

Advisory Committees

Parents have an opportunity to become involved through the advisory Council and committees at Avenal Elementary. School site council parent members participate in the development, review and modification of school plans within their program area, assisting in seeing that Tamarack provides for the needs of students. English Language Advisory Committees are also available for parents to join and address school programs pertaining to English Language Learners. There is a district English Learner Advisory committee at the District level.

School Site Council (SSC)

The School Site Council (SSC) holds monthly public meetings. This is a committee made up of parents & staff. This group monitors the needs of the school & makes sure that money received from Title 1 & other sources is spent based on student needs. Each year, several new parent members are needed to replace parents who have served their term limit or moved away. Each member must be elected & may serve a two year term. Nominations forms will be sent out in the beginning of the school year for parents interested. Nomination forms for our School Site Council will be sent home at the beginning of

the school year. If you're interested in joining, please complete and return the form. Voting will take place during Back to School Night, where ballots will be available for parents to cast their votes.

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) meets each month or may be combined with the SSC committee if voted yearly to be combined. This committee advises the SSC as to the needs of English Learners (ELs). This is an open meeting for all parents. Nomination forms for our ELAC will be sent home at the beginning of the school year. If you're interested in joining, please complete and return the form. Voting will take place during Back to School Night, where ballots will be available for parents to cast their votes.

District English Learner Advisory Committee (DELAC)

This committee is composed of members of school site committees and meets monthly.

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is currently disbanded. If you are interested in reorganizing this group, please see administration. This group is another opportunity to provide teachers, parents, & school staff additional opportunities to work together & promote student learning. The PTO plans/participates in Literacy Promotions as well as organizes fundraisers.

Accessibility

Avenal Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Spoken:

- Parent Square – messages sent via the phone are also relayed in Spanish/Arabic
- Parent Teacher conferences
- ELAC and SSC meetings
- Student Study Team meetings and IEP meetings

Written:

- ELPAC Results
- ELAC parent meeting agendas and minutes
- DELAC parent meeting agendas and minutes
- Conference notices
- Parent Involvement Policy
- School-Parent Compact
- Student Report Cards
- SARB notices

School Notifications

Fees & Charges

It is important that students clear any debt owed to the school before leaving for summer break. These debts could have been incurred for any of the following reasons: unreturned textbooks, library books, and technology, as well as any damages incurred during their possession of these materials. A notice will be sent home to parents informing them of these financial obligations. Any charges owed for damaged or lost school property must be paid, or cleared before the student leaves for summer break.

Please note the cost of damage to school-issued Chromebooks:

- Computer: \$373
- Screens: \$169
- Chargers: \$29
- Keys: \$3 per missing key
- Entire keyboard: \$29

Field Trips

Academic field trips are meant to supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. They are to be conducted in connection with adopted course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co-curricular activities.

Field trips may also be intentionally planned to incentivize appropriate behavior and academic progress during the school year. For these trips, students that do not meet the established criteria (e.g., grades, behavior, attendance) will not be eligible to attend.

Before a student can participate in a school-sponsored trip, District approved permission slips must be signed and returned to the school. The permission slip must include the time of arrival back from the trip and the location where students will disembark. All school rules apply on school-sponsored field trips. Violations of any school rules will be dealt with the same way as if the infraction has occurred on campus. If a student is suspended during the timeframe of a scheduled field trip, that student is not eligible to attend the field trip. Administration may also exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk. Field trips scheduled as overnight trips must have approval by the Superintendent or Designee. All out-of-state field trips must have Board of Trustees approval.

All volunteers that will be supervising a group of students must be fingerprinted, cleared through Megan's Law, and sign a chaperone form. To maintain student safety during a field trip, a student's siblings and/or other family members are not permitted to accompany the chaperone. Additionally, anyone who is NOT cleared by the office as a volunteer chaperone will NOT be allowed to have contact with students at any time during a field trip. In some instances parents may attend field trips, separate from the school, where they pay their own admission and do not supervise students.

Permission slips for field trips must be completed by the deadline specified by the teacher, signed and turned in to the student's teacher. If there is not a date specified, teachers must have these permission slips 72 hours in advance of the field trip in order for students to attend.

A parent who wishes to transport their child home from a field trip, must complete an "Authorization to Transport" form 24 hours in advance; otherwise, the student will return to the school on the school bus.

Lost & Found

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school. The school is not responsible for any loss of, or breakage of, personal items brought on campus. Found items are returned to the office. Students may check for lost belongings with the permission of office personnel. All lost and found items will be set out in front of the school every other Friday after school for families to check.

Parties & Balloons

Parties are limited. Each class gets to choose one holiday they wish to celebrate with a party during the school year. Generally, there is an end-of-the-year party in each class. Please check with your teacher

to see which kinds of treats are acceptable for these celebrations, we must abide by the district's wellness policy.

We discourage individual birthday celebrations at school to help maintain equity among students and for the reason of the possible health risks of the different unknown food allergies a student(s) may have in the classroom. Balloons are not allowed to be delivered, as there is no room to store them in the front office and it will be a distraction in the classroom. Thank you for your cooperation!

Transportation

The school may provide transportation for field trips. Participating students must ride the school bus or van both to & from an event unless PRIOR permission is granted by an administrator. Students must have a parent complete an Alternative Transportation Request form requesting permission to ride with their parents. This form must be approved two days prior to the trip by an administrator & a copy will be given to the teacher supervising the trip. Parents may not provide transportation for students other than their own. All transportation requests for field trips must be submitted to the Transportation Department at least ten (10) working days in advance of the trip. Although state law does not mandate transportation, school buses/vans are provided by the district to ensure students the safest possible means to & from school or any other place authorized by school authorities. This being the case, students are to do their part to maintain a safe driving environment for the bus/van driver.

- Students are to get on & off the buses/vans only at a scheduled place for loading/unloading & only on their scheduled bus/van.
- Students should be ready to board the bus when it reaches your pickup location, so it can leave on time.
- Classroom conduct is to be observed.
- Standing, changing seats, sitting backward or crosswise in seats is prohibited.
- Arms are to be kept inside the bus/van with feet on the floor.
- Throwing things out of the bus/van is strictly in violation of the law.
- Yelling at people along the streets is prohibited.
- Buses/vans shall be kept clean. Eating food, candy, seeds, etc. while riding on buses/vans is prohibited.
- Students shall not deface any part of the bus/van. Any damage done to a bus/van shall be paid for by those found responsible for such damage. Parents shall be held liable for repairs.
- Field trips & sporting events: Students are to follow all rules, the same as daily bus/van students.
- When a rider is found responsible for misconduct, the rider will be reported to the office with a referral.
- Students will be picked up & dropped off at prearranged stops unless parents notify the school bus/van beforehand and it is approved by administration.

District Notifications

Uniform Complaint Procedures

For students, employees, parents or guardians of its students, school & district advisory committees, appropriate private school officials or representatives, & other interested parties.

The Reef Sunset Unified School District has the primary responsibility to ensure compliance with applicable state & federal laws & regulations & has established procedures to address allegations of unlawful discrimination & complaints alleging violation of state or federal laws governing educational programs.

The Reef Sunset Unified School District shall investigate & seek to resolve complaints using policies & procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic

group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state &/or federal laws Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, & Safety Planning Requirements. The UCP shall also be used when addressing complaints alleging a pupil enrolled in school has been required to pay a fee, deposit, or other charges not specifically authorized by law.

Complaints must be filed in writing with the following compliance officer:

Name &/or Title of Compliance Officer:

Estela Jimenez, Director II Education Services

Address: 1225 S. 7th Ave., Avenal CA 93204

Telephone Number: (559) 386-9083, x 1001

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee. Complaints will be investigated & a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by the written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct & complete the investigation in accordance with sections 4680-4687 & in accordance with local procedures adopted under section 4621.

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

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

Notice to Parents, Guardians, Pupils, & Teachers

Complaint Rights

Parents, Guardians, Pupils, & Teachers:

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

1. There should be sufficient textbooks & instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class & to take home.
2. School facilities must be clean, safe, & maintained in good repair.
3. There should be no teacher vacancies or mis assignments. There should be a teacher assigned to each class & not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
4. Teacher vacancy means a position to which a single designation 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.

5. Misassignments mean 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.
6. A complaint form may be obtained at the school office, district office, or downloaded from the district's website (www.rsusd.net). You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.gov/re/cp/uc/>.

Tobacco-Free School Zone***

Federal Law, California State Law & School District policy prohibit tobacco use on school property. The District's Discipline Code for students also prohibits possession of tobacco on campus or at ALL school functions. *****This applies to adults as well as minors.**

School Accountability Report Card (SARC)

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. State law requires every school in California to publish a School Accountability Report Card, by February 1 of each year. <https://www.rsusd.net/domain/28>

School & Family Engagement Policy

In carrying out the parent and family engagement requirements, Avenal Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]).

As a component of the school-level parent and family engagement policy, Avenal Elementary School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d]).

Parent-School Compact

Schools, parents, and students themselves must take collective responsibility for quality education. The descriptions below indicate our support of and commitment to the following responsibilities:

As a student, I will:

- Get to class on time every day.
- Return completed homework on time.
- Follow school rules to and from school, in the classroom, in the cafeteria, and on the playground.
- Be responsible for my own behavior.
- Work hard to reach learning and performing goals.
- Seek out and take advantage of extra help and support opportunities.
- Tell parents honestly what is happening at school and give all school notices to parents immediately.

As a parent, I will:

- Make sure that my child completes his/her homework every night.
- Let the teacher know if my child has any problems with learning.
- Require my child to be responsible for his/her behavior at school and home.
- Support the school/district's attendance and discipline policies and procedures.
- Communicate regularly with my child's teacher.
- Ensure that my student gets to class on time every day.
- Ensure my child gets adequate sleep and eats a healthy diet

As a teacher, I will:

- Teach grade-level skills and concepts.
- Strive to address the individual needs of your child.
- Communicate with you regarding your child's progress to include attendance and tardy issues.
- Provide a safe, positive, and healthy learning environment for your child.
- Communicate homework and classwork expectations.
- Provide appropriate and varied instructional activities and maintain high standards within each subject area to ensure student learning.

As School Administrators, We will:

- Provide a healthy, safe, and positive teaching/learning environment.
- Provide instructional leadership to ensure appropriate instructional practices, high academic standards, and the delivery of a quality core curriculum to all students.
- Maintain open communication between home and school, making sure to include recognition for achievement and cooperation on the part of students, staff, and parents.
- Encourage and support parent involvement.
- Provide students with as much consistency as possible in the assignment of substitute teachers and instructional aides.

Student-Parent Handbook Certificate of Understanding

Student Name: _____

Grade: _____ **Teacher:** _____

I have read & discussed the 2026-2027 Avenal Elementary School Student-Parent Handbook with my child & I am aware of & understand the rules & regulations of Avenal Elementary School. In addition, I read & understand the notices regarding K-9 use, the RSUSD Uniform Complaint Policy, the Complaint Rights Policy, & Pupil Mental Health Services.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

This page should be signed and returned to the Administration Office during the first week of school or one week after a new student is enrolled.