

# Districtwide Information 2013-2014

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This section provides information about District policies, practices and procedures. Each site is responsible for implementing district practices to meet the needs of the school and community.

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## District Core Values

**Respect • Integrity • Learning • Teamwork • Enthusiasm**

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# I. General Information

## District Website

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[www.saugusd.org](http://www.saugusd.org)

The District website contains information related to Districtwide issues. Schools and classes may post web pages.

## Arrival and Dismissal Time

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Playground supervision begins a minimum of 15 minutes prior to the start of school. For safety reasons, students should not be on school grounds before that time. Students should go directly home or to the Child Development Program upon dismissal.

Parents who drop off and/or pick up students during the school day must wait at the entrance gates and not enter the campus with their child unless they have specific business at the school. All visitors must report to the office to sign in (see Visitor/Volunteer section for more details). For the safety and security of our students and to minimize disruptions, we ask that all parents and others abide by this rule.

## Campus Supervision

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No formal supervision is provided after school, on weekends, or holidays. Members of the general public should not be on school property during off-hours. Being on campus/school property during non-operating hours constitutes trespassing which is subject to the actions set forth in the California Penal Code 554.1.

## Class Placement

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Under the direction of the Principal, school staff recommends the most educationally beneficial placements for students. This recommendation is based upon school records, past performance, and staff observation. The principal is responsible for the final assignment.

## Back-To-School Night/Open House

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On Back-to-School Night parents have an opportunity to visit their child's classroom and hear the teacher explain expectations and curriculum for the school year. This is an evening for adults, and students should not attend.

Children are welcome at Open House in the Spring. Open House is an opportunity for all family members to visit the classrooms.

## Field Trips

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Field trips are used to complement the curriculum. Signed field trip cards are required at the beginning of

each school year. Students must ride on the bus both to and from field trips.

## Parent Teacher Communication

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Formal Parent/Teacher communication includes the Fall Goal Setting conference, three Progress Report Cards, and a Spring conference.

Goal Setting Conferences are held in the fall and provide the opportunity for parents and teachers to mutually determine academic and social goals for the student.

Spring Parent/Teacher conferences present an opportunity to discuss progress throughout the year. They are scheduled in conjunction with the second report card.

Informal communication may include: notes between home and school, newsletters, campus visits, phone calls, student behavior contracts, informal meetings and email.

## Visitors/Volunteers

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Every non-employee visiting the classroom during the instructional day must stop by the school office to sign in and receive an ID badge. All visitors/volunteers are required to wear a Visitor/Volunteer ID badge while on campus. Upon leaving campus, visitors/volunteers must sign-out in the office and return their ID badge. The school must be aware of all non-employees on school campus to ensure the safety of our students.

The District requests that classroom visits be arranged 24-72 hours in advance for security reasons, and to ensure that instructional time is maximized. Visits should be limited to twenty minutes.

Visitors should not engage the teacher in conversation during classroom visits. Conferences may be arranged for a later time.

The Saugus Union School District very much appreciates the valuable service volunteers provide our students and staff. In order to assure the safety and well-being of our children, a person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a volunteer. Registered sex offenders and/or persons convicted of a felony are required by law to disclose this information to school officials prior to entering the campus. Failure to notify school officials may result in arrest, prosecution, and likely fine and imprisonment. Please note that the district may verify a volunteer's status as a registered sex offender by checking the Department of Justice's Megan's Law internet website or may request that a local law enforcement agency conduct an automated records check. (Education Code 35021, 35021 and 44010.1)

A volunteer is defined as an individual who, with school district authorization, voluntarily assists school district, schools, educational programs or students on a regular and on-going basis. All volunteers working with students must be under the direct supervision of a certificated teacher or administrator and should never be alone with students.

Volunteers who regularly assist directly with children must have a TB test on file at the school and review and sign a Volunteer Code of Conduct form. Please contact the school office for more information regarding this policy.

Parent “volunteers” may not bring siblings or other non-students on campus as supervision is not available during school hours.

### **Celebrations**

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Non-food celebrations are encouraged. Schools shall limit celebrations that involve food during the school day to no more than two per year. Food and beverages for class parties should strive to meet the nutrition standards for foods and beverages sold individually. If the celebration is not part of the National School Lunch Program, the celebration must occur after the last lunch period.

Non-food celebrations might include: birthday books, special occasion items such as pencils, erasers or stickers, special classroom activities, or classroom donations.

### **Positive School Climate**

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One of our core values is respect. We are committed to providing a positive environment where students can learn and expect all students, staff, parents, guardians and visitors on campus will use appropriate language and demonstrate behavior conducive to promoting a caring, safe atmosphere. Any person who willfully disrupts a public school or public school meeting is guilty of a misdemeanor and may be punished by a fine of not more than \$500.

### **Students' Personal Property**

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Personal items of value (iPods, cameras, electronic games, radios, CD players, computers, toys, trading cards, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The District is not liable or responsible for lost or stolen items.

### **Cell Phones**

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Students may possess pagers, cellular phones, or other electronic signaling devices but may not use them

during the school day unless deemed medically necessary by a physician. The physician’s recommendation should be a part of the student’s Health Care Plan.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the school day. Subsequent offenses may require a parent/guardian to pick up the device.

In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action. EC 51512

### **Responsibility of School/District Property**

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Students and/or parents are legally and financially responsible and/or liable for the willful damage or loss to school or district property.

### **Dress Code and Appearance**

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“Dress for Learning” is a first step toward maintaining the safety of students within our school and community and enhancing the learning process.

Apparel and grooming must not inhibit participation or cause disruption in any phase of the instructional program. Casual clothing is recommended for school except for special “dress-up” occasions. Tennis shoes are essential as students do not change for P.E. and feet need to be protected. Students may wear sun-protective clothing including, but not limited to, hats while outdoors. Information regarding procedures related to the use of sunscreen is available at each site. In order to assist us in maintaining an effective learning environment and to keep the focus of the classroom on learning, the following attire is appropriate for students:

- Jeans, cords, denims, slacks, simple dresses, skirts, and shorts (finger-tip length)
- Shirts, T-shirts, blouses, and sweatshirts
- Tennis shoes with flat, non-skid soles – socks are to be worn at all times

The following attire is inappropriate for students:

- Oversized and baggy clothing, cut-offs (i.e., shirts, pants, jeans, tank tops with

oversized armholes; pants are to fit around the waist and not drag on the ground)

- Clothing with inappropriate language or advertisements, or any reference to alcohol, drugs, tobacco, or gangs
- Gang-related clothing (i.e., long belts, trench coats, chains, chain wallets, caps worn backwards, etc.)
- Tube/halter tops, spaghetti strap tops/dresses
- Bare midriffs or revealing tight-fitting shirts and shorts
- Undergarments which are not covered by clothing
- Sandals, Jellies, open-toed shoes, sling backs, platform shoes, backless shoes, cleats, and shoes with retractable wheels
- Expensive and long dangling jewelry, especially earrings, that may pose a safety hazard
- Make-up or tattoos
- Unusual hair color (i.e., purple, green, etc.)

## **Homework**

The purpose of homework is to extend and reinforce classroom learning, to involve parents in their child's learning, and to contribute to the student's personal growth through self discipline and the satisfaction that comes from a successful learning experience.

### **Suggestions to Students**

- Understand what the homework assignment is and how to do it.
- Know when the assignment is due.
- Take all necessary materials and supplies home to do the assignment.
- Take responsibility for finding out about, and completing missed assignments.

### **Suggestions to Parents**

- Provide a quiet study area with good lighting.
- Remind the student to do the homework assignment.
- Assist the student in understanding the directions.
- Compliment the student's effort in completing the homework.

## **Guidelines for Homework**

The following guidelines include 20 minutes of reading and are estimates of how long the homework should take the student:

- Transitional Kindergarten and Kindergarten — when appropriate
- Grades One and Two — about 30 to 40 minutes
- Grades Three and Four — about 40 to 50 minutes
- Grades Five and Six — about 60 minutes

Long-term projects may periodically effect the duration of homework. Class work that is not completed within the given time period at school may be completed at home. If your child is exceeding the expected number of minutes of homework or is bringing home excessive incomplete class work, please contact the classroom teacher. Modifications at home and/or at school may be arranged if appropriate.

## **II. Attendance**

### **Residency**

A pupil shall be deemed to have complied with residency requirements for school attendance in a school district, provided he or she is any of the following:

- (a) A pupil placed within the boundaries of our school district in a regularly established licensed children's institution, or a licensed foster home, or a family home. An agency placing a pupil in such a home or institution shall provide evidence to the school that the placement or commitment is pursuant to law. A pupil who is a foster child who remains in his or her school of origin.
- (b) A pupil for whom interdistrict or intradistrict attendance has been approved.
- (c) A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult shall be a sufficient basis for a determination that the pupil lives in the caregiver's home, unless the school district determines from actual facts that the pupil is not living in the caregiver's home.

### **Change of Residence/Emergency Information**

It is the responsibility of parents, guardians and foster care and caregiver adults to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive

both written (U.S. Mail) and oral communication (telephone, cell).

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, the parent/legal guardian is required to provide current emergency information on an official Emergency Card. Every parent/legal guardian or caregiver must complete an Emergency Card for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address, email address, and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached.

Students will not be released to anyone not listed on the emergency card, unless the parent/legal guardian has provided written authorization.

### **Transfers**

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Students are assigned to schools based on the site boundaries. In the event that a site is at capacity, the student may be assigned to another school in the district.

### **Intradistrict Attendance**

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#### ***(Transfers Within Saugus Union School District Schools)***

#### **District Open Enrollment**

Pupils whose parents or guardians currently reside within district attendance boundaries may apply for an intradistrict transfer. Information regarding the availability and procedures for requesting a transfer from their resident school will be provided annually in the spring. The District determines space availability and school transfers. This allows parents to request the school their child may attend. Admission will be granted subject to a random, unbiased selection process. Application forms and procedures are available from your school's office. Transfers may be revoked for poor attendance, tardies, discipline reasons or lack of space. Annual notification is required and transportation is not provided. Once your intradistrict transfer is approved, the approved school becomes your child's new school of residence.

### **Interdistrict Attendance**

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#### ***(Transfers Between Districts)***

A pupil may attend a district outside the district of residence. Transfers are subject to board policy and approval. Application forms and procedures for

attending a school outside of the district are available at the district office. Parents may apply for interdistrict permits during the spring open enrollment period.

#### **Open Enrollment Act - EC 48350 et seq.**

Whenever a student is attending a school on the Open Enrollment List as identified by the Superintendent of Public Instruction, the student may seek to transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. Transportation to any other school is the responsibility of the parent. School districts are allowed to adopt specific, written standards for acceptance and rejection of applications as long as students are selected through a "random and unbiased" process. Unless the school board waives the deadline, requests for transfers are to be submitted by January 1 of the prior school year. To apply, parents must directly contact the school district to which they seek to transfer their student. The Open Enrollment List can be found on the California Department of Education website at <http://www.cde.ca.gov/sp/eo/op/>.

### **Right to Appeal**

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Interdistrict Attendance Applicant has the right to appeal to County board if interdistrict attendance permit is denied.

For additional information about attendance, please contact your local school or call the Saugus Union School District, Student Support Services at (661) 294-5309.

### **Regular Day Instructional Minutes**

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Transitional Kindergarten (TK)	294 minutes
Kindergarten	294 minutes
Grades 1-2	294 minutes
Grades 3-6	344 minutes

A student misses essential learning when absent, therefore, students are expected to complete missed assignments.

**Tardiness** — If your student is late, please send a note of explanation. Unexcused tardiness may require the student to complete lost learning time after school.

**Absences** — Every absence must be verified. Parents must send a note or call the school office. The following information should be included:

- Your child's name and teacher's name
- Date of the absence
- Exact nature of illness or reason for absence
- Anticipated duration of absence
- Your name and signature

Students with excessive absences and/or tardiness may be referred to School Attendance Review Team (SART).

**Appointments** — Schools receive funding from the State of California based on your child's daily attendance. When a medical appointment is necessary, schedule it for non-school time or arrange for your child to be in school before and/or after the appointment.

**Tuancy Definitions** - EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall under the heading of "Excused Absences".

**Arrest of Truants/School Attendance Review Boards** - EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is truant may be referred to a School Attendance and Review Board (SARB).

### Excused Absences

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) A pupil shall be excused from school when the absence is:
- Due to his or her illness.
  - Due to quarantine under the direction of a county health officer.
  - For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
  - For the purpose of attending the funeral services of a member of his or her immediate family.
  - For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a

funeral service, observance of a holiday or ceremony of his or her religion, or attendance at religious retreats.

- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period to be determined at the discretion of the superintendent of the district.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### Release During School

Students may not be released to relatives or other adults unless there is a note from the parent or that person is listed on the emergency card and brings proper identification. Medical, dental, and other appointments should be made outside of the regular school day. If it is necessary to make an appointment during the school day, you must come to the office to release the student and again to reenter.

### Lunch

It is important that students do not leave campus during school hours, except under these conditions:

- Students going home for lunch on a regular basis must have a signed permit in the office.
- If a student goes home for lunch occasionally, a note must be brought each time.

### Attendance Options

#### **Independent Study Alternative Education**

The District provides an Independent Home Study Program for parents who wish to school their children at home. Information and applications are available at the district office.

#### **Independent Study Contract**

If for any reason your student will be absent from school for 5 days or more, an independent study contract can be arranged. Students with unpredictable



schedules may be required to participate in the District's Independent Home Study Program.

### **Home/Hospital Services**

Students who will miss school for an extended period of time due to illness or injury may be required to receive home/hospital services. Please contact the teacher and/or the school for additional information.

## **III. Academic Services**

### **English Language Development (ELD)**

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Services are designed to meet the needs of students who qualify for assistance in acquiring English language skills. The focus of the district's ELD Program is to provide students who have a primary language other than English with:

- A means to facilitate the acquisition and mastery of the English language,
- Access to the core curriculum,
- A support system that takes into consideration the student's cultural and family values, regardless of language proficiency,
- Support for parents of students learning English.
- The program is designed to facilitate each student's ability to speak, understand, read, and write English and facilitate full participation in English mainstream programs.

The goals of the district align with state goals, to:

1. Develop fluency in English.
2. Develop a positive self-concept.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement.
5. Include, when possible, academic clarification of instruction through the students' primary language.

### **Gifted and Talented Education (GATE)**

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The Saugus Union School Districts' GATE Program supports a quality educational program for all gifted and talented students in order to develop knowledge, skills, abilities, and values that empower students to reach their full potential. SUSD recognizes that Gifted and Talented students warrant a qualitatively differentiated program, within the regular classroom setting, to meet their special needs, and implements a program of depth and complexity at all school sites. Formal identification and program participation takes place in 3rd - 6th grades, although all teachers (K-6) are trained in differentiated strategies.

#### **Goals for Students**

- To participate in differentiated instruction within the regular classroom day, as part of

cluster grouping by grade level or ability-grouping across grade levels.

- To exceed the California content standards through advanced and more complex, differentiated study that will contribute to a realistic, healthy self-concept.
- To participate in a standards-based, state-adopted curriculum for all students in which gifted students will be challenged to exceed these standards across the curriculum using the dimensions of depth and complexity, and, when appropriate, acceleration, to meet their needs.
- To meet individualized cognitive and affective needs in content, process and enrichment within a differentiated curriculum which addresses individual needs, interests, and abilities.
- To utilize content standards-based, state-adopted challenge materials/resources when appropriate to enrich and accelerate learning and to make connections across the curriculum, in place of, not in addition to, standard materials.
- To work independently and apply academic rigor to their work.
- To develop self-generating, problem-solving abilities and to develop sensitivity and responsibility towards others.
- To develop and enhance leadership skills and qualities through educational experiences.
- To demonstrate understanding of core curriculum through integration of talents in the Visual and Performing Arts.
- To participate in GATE Clusters or Ability Groupings with teachers who have advanced training in gifted education.

### **Title I**

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Title I is a federally subsidized program that provides financial assistance to schools with high numbers of children who qualify for the free/reduced lunch program to help ensure that all children meet challenging California academic standards. Cedar creek and Rio Vista Elementary Schools qualify for Title I services and offer specialized programs for students who are identified as being in need of additional assistance. Parents of students enrolled in a Title I school may request information regarding the professional qualifications of their child's classroom teacher, including the type of credential(s) the teacher holds and the educational level and subject area(s) of the teacher's college degree(s).

## **Promotion/Retention**

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Parents will be notified early in the year if their child is identified as being at risk for retention. Parents have the right to consult with school personnel regarding any decision to promote or retain and to appeal that decision.

## **Safe and Drug Free School Communities**

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The Saugus Union School District mandates District schools to be free of alcohol, tobacco, and drug use among students and staff by promoting a “no use” philosophy consistent with California law. No tobacco use or disposal of tobacco products is permitted within 25 feet of buildings, on playgrounds, or parking lots at any time.

The District provides the Character Counts, and Caring School Community program to help students avoid violence, bullying, and any use of alcohol, tobacco and other drugs.

## **School Site Council**

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The School Site Council is an integral part of the school improvement process. Elected committee members include parents, teachers and other personnel in addition to the Principal.

Site Council’s functions include, but are not limited to, the following:

- Participating in decision-making processes through involvement in assessing educational needs, planning the educational program, defining goals and evaluating the program, and approving the Single Plan for Student Achievement.
- Facilitating communication between school, parents, and community.
- Informing and advising school staff regarding community conditions, aspirations and goals.
- Supporting school programs for parents, teachers, students and community.

## **Standardized Testing and Reporting**

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Students in grades two through six participate in STAR content standards tests in the spring. Individuals interested in STAR results and Academic Performance Index information (API) may consult the internet site: [www.cde.ca.gov](http://www.cde.ca.gov)

All students in grades two through eleven take the STAR Program tests, including students who are English learners and students with disabilities. Only students whose parents/guardians have submitted written requests to exempt them from STAR Program testing do not take the tests.

Individual student results are confidential. Only the students, their teachers, principals, and parents/guardians see the student test results.

Each student completing 12th grade will be required to successfully pass the California High School Exit Examination (CAHSEE) as a condition of graduation. The Wm. S. Hart High School District provides complete details regarding the requirements and examination dates.

The STAR Program consists of four tests:

**1. California Standards Tests (CSTs)** are developed for California public schools and are aligned with state academic standards in English language arts (grades 2-11), mathematics (grades 2-11), history-social science (grades 8, 9, 10, and 11), and science (grades 5, 8, 9, 10, and 11). Students in grades 4 and 7 take a writing test which is part of the English-language arts CST.

**2. California Alternate Performance Assessment (CAPA)** is developed for students with significant cognitive disabilities and is based on a subset of the state academic standards. The CAPA is administered in grades 2-11 to students with IEPs stating that CAPA is to be administered.

**3. California Standards-Based Test in Spanish (STS)** are required for Spanish-speaking English learners in grades 2-7 who either receive instruction in their primary language or who have been enrolled in a U.S. school less than 12 months.

**4. California Modified Assessment (CMA)** is a grade level assessment for students who have an IEP, are receiving grade level instruction and are not likely to achieve grade level proficiency within the year even with interventions. The format of the CMA is modified to provide student access to the test allowing them to demonstrate achievement of the content standards in English-language arts, mathematics, and science.

## **California English Language Development Test (CELDT)**

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School districts are required to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student’s level of English proficiency in listening, speaking, reading, and writing.

The CELDT must be given to new students with a home language other than English, within 30 days of enrollment in a California public school, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also take the CELDT annually

(between July 1 and October 31) to determine annual English language development progress until the EL student has been reclassified.

To find more information about the CELDT, please contact your child's teacher or the school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/el/>

### **Physical Fitness Test**

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School districts are required to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM® test battery measures student performance in the following areas:

1. aerobic capacity
2. body composition
3. muscular strength, endurance and flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. Schools will provide students with appropriate practice as part of the regular physical education (P.E.) program throughout the year. Fifth grade students are tested in May.

More information about the FITNESSGRAM® is posted on the internet at: <http://www.cde.ca.gov/ta/tg/pf/>

### **School Accountability Report Card**

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This report is posted on the District website, [www.saugususd.org](http://www.saugususd.org). Parents may request a copy of the report at their school office.

### **Academic Standards**

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Grade levels have a set of academic content standards for each subject area. See Appendix A.

#### **Adopted Curriculum**

##### ***Reading Language Arts***

K-6: Scott-Foresman

##### ***Mathematics***

K-6: MacMillan McGraw Hill

##### ***Social Studies***

K-5: Scott Foresman, Grade 6: Harcourt

##### ***Science***

K-5: MacMillan, Grade 6: Harcourt

## **IV. Child Development Program**

### **Before & After School**

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The Saugus Union School District offers a Before and After-School Program for transitional kindergarten

through sixth grade students at all 15 school sites. This daily program operates from 6:30 a.m. to 6:00 p.m. An After-School Education and Safety grant/contract helps serve families at Cedar creek Elementary School, while the rest of the school-age programs are self-supporting through parent fees. The program is offered year-round with the exception of District-approved holidays.

The daily after-school program consists of organized indoor and outdoor activities, a planned homework time, and a nutritious snack. Throughout the year, enrichment clubs are offered at no extra cost. Each program is staffed by highly qualified and trained individuals. An adult/child ratio of one adult staff to every 14 children is maintained in all programs.

### **Preschool**

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The District offers a half-day preschool program at fourteen school sites. This Fun For Threes and Fours Preschool Program is offered Monday through Friday for 3.5 hours each morning and follows the school calendar, with a few exceptions. There is no extended care for the half-day preschool programs. The half-day preschool programs operate from Monday-Friday, 8:30 am – 12:00 pm. A full-day (6:30 am – 6:00 pm) year round preschool program is available at the Bouquet Canyon Campus. The preschool programs provide all students a developmentally based pre-academic curriculum that promotes the child's cognitive, social, emotional, and physical development in preparation for kindergarten. Child-directed and teacher-initiated activities designed to promote success for each individual child are implemented daily. Learning and discovery centers are provided every day to allow children the opportunity to explore, develop, and expand on interests, skills, and concepts introduced by the preschool instructors. Each preschool program is staffed by highly qualified child development professionals and appropriate ratios are maintained at all times.

- The District preschool program also includes Los Angeles Universal Preschools (LAUP) at Mountainview and Santa Clarita Elementary Schools and state-funded preschools for income eligible families at Cedar creek and Rio Vista Elementary Schools.
- The licensed preschool programs serve children who reach four years of age by November 1st of the current school year. If space permits, children who reach three years of age by September 2nd of the current school year may also be enrolled with the exception of the state preschools where children who reach three years of age by November 1st of the current school year may also be enrolled.

## V. Student Services

### **Food Service**

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The district utilizes the services of the Santa Clarita Valley School Food Services Agency to provide breakfast and lunch for students. Additional information can be found at: [www.scvsfsa.net](http://www.scvsfsa.net)

During the first week of school, or upon enrollment, a packet is sent home with each student containing complete information regarding the lunch and breakfast programs including free and reduced lunch/breakfast offers for qualifying students. Prepayment choices are also explained in the packet. Additional forms and details regarding use, repurchase, refunds, and transfer options on meal services are available in the school office.

### **Free and Reduced Meals**

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Children from families whose income is within specific levels as established by the Federal Government may be eligible for free or reduced priced lunch/breakfast. Applications are available in the school office.

### **Student Success Teams**

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A Student Success Team consists of the child's parents and school and district professionals who have specialized knowledge of the child, child growth and development, and curriculum requirements. The team meets to provide assistance to the child, parents, and staff who have requested help.

This team reviews each case and develops an individual action plan which includes alternative instructional strategies and support services to be used with the general education program.

### **Academic Intervention**

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Intervention is provided for students who are demonstrating difficulty mastering state standards.

### **Section 504 - 29 USC 794, 34 CFR 104.32**

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Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 *et seq.*) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet

their needs as adequately as the needs of non-disabled students are met. Please contact the school principal for further information.

### **School Psychologists / Counseling**

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Our school psychologists provide assessment of students to determine special education eligibility, IEP related counseling and crisis counseling.

### **Custody Rights**

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By law, if parents are legally separated or divorced, each parent has educational rights, UNLESS a parent has a court order that indicates otherwise. Custody disputes must be handled by the courts.

If a court order prohibits contact with a parent, the school must have a copy on file, otherwise either parent (with proper identification) may check the child out of school.

### **Nondiscrimination/Harassment**

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The Saugus Union School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the Assistant Superintendent of Personnel.

#### **Saugus Union School District**

#### **Assistant Superintendent of Personnel Services**

24930 Avenue Stanford,  
Santa Clarita, CA 91355  
(661) 294-5300

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student whom observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

### **Sexual Harassment**

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Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of board policy 5145.7(b) and shall be subject to disciplinary action. For students in grades 4 through 6, 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. Complaints about students may be filed with the site administrator or student support services.

#### **Student Support Services**

Title IX Coordinator  
Director of Student Support Services  
24930 Avenue Stanford, Santa Clarita 91355  
661-294-5300

#### **Legal References:**

Detailed information about policy and regulations is on file at the District Office.

### **CIVIL CODE**

1714.1 Liability of Parent/guardians for willful misconduct of a minor

### **EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex  
221.5 Prohibited sex discrimination  
221.7 School-sponsored athletic programs; prohibited sex discrimination  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
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

## **Bullying**

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### **Definition Bullying**

Bullying is defined as someone who exposes a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world.

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile education environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Bullying of either nature creates a hostile and disruptive environment on school grounds and is a violation of the target student's right to a safe and secure educational environment.

Bullying, cyberbullying and harassment will not be tolerated by the Saugus Union School District. Any and all actions deliberately threatening, harassing, intimidating an individual or a group of individuals, placing an individual in reasonable fear of harm or damaging the individual's property; or disrupting the orderly operation of school, will not be tolerated.

### **Parent/Community Action Steps to Respond to a Bully**

- Take immediate action when bullying is reported
- Identify the bully if possible
- Contact your child's teacher and/or principal
- Work with you child's teacher to develop an action plan in the event that a confrontation occurs again
- Encourage your child to always report bullying incidents
- Avoid meeting with the bully's family as this may escalate the situation

## Cyberbullying

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### Definition of Cyberbullying

Cyberbullying is defined as the willful and repeated transmission of communication, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer or any wireless communication device. Cyberbullying also includes breaking into another person's electronic communication and assuming that person's identity in order to damage that person's reputation.

Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious text, email or other messages
- Creating websites that have stories, cartoon depictions, pictures and/or jokes that ridicule others
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others
- Posting a photo/video without the person's permission
- Stealing someone's identity within a social network environment and posting inaccurate or derogatory information on the site

The online activities and technologies often used by students engaged in cyberbullying include, but are not limited to: social networking sites, chat rooms, discussion groups, blogs, instant messaging, text messaging, email, computers, cell phones, digital and video cameras, cell phone cameras and web cams. As new technologies emerge, they too may be included with the above forms of electronic communication.

### Consequences for Bullying, Cyberbullying & Harassment

Education codes 48900.4 (harassment, threats, or intimidation creating an intimidating or hostile educational environment) and 48900(r) (engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (k) of Section 32261, directed specifically toward a pupil or school personnel), strictly prohibit harassment or bullying of any kind and such behavior may be subject to consequences up to, and including expulsion.

If the conduct occurs off school grounds and causes or threatens to cause a "substantial disruption" at school or interferes with the rights of students to be safe and secure, School Administration may impose

consequences and/or report the bullying harassment or cyberbullying activity to local law enforcement.

### Parent/Community Action Steps to Respond to Cyberbullying or Harassment

- Save the evidence by printing the on-line documentation or saving phone records
- Identify the cyberbully if possible
- Clearly tell the cyberbully to stop
- Ignore the cyberbully by leaving the online environment and/or blocking communications
- File a formal complaint with the Internet, cell phone or social networking company
- Contact the local law enforcement agency and file a report
- Contact the cyberbully's parents/guardians
- Contact the school Administrator
- Avoid meeting with the cyberbully's family as this may escalate the situation

### District/School Response to Bullying, Cyberbullying, or Harassment

When a student is suspected of or reported to be bullying, cyberbullying, or harassing other students or staff, an investigation shall ensue to include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance or the targeted student's educational performance.

Any student who engages in bullying, cyberbullying, or harassment on school premises, or cyberbullying off campus, in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations.

Although the District has is no legal duty or obligation to regulate off-campus internet messages, statements, postings or acts by its students, if such activity causes or is likely to cause substantial disruption to the educational process, School Administration may impose consequences in accordance with district policies and regulations.

Local Law Enforcement shall be notified whenever it is deemed necessary or appropriate by the investigating Administrator or other District personnel.

## **Child Abuse**

Employees are mandated reporters, as defined by law and district administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

## **Student Surveys**

No tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices, unless the parent or guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent or guardian consents in writing, and has the opportunity to review the survey upon request.

## **Creating a Safe Environment For All Students**

**A safe school environment is free from:**

- violence
- fear
- weapons
- sexual harassment
- disability harassment
- harassment because of race, culture or religion
- bullying

**Harassment** is unwanted words, actions, teasing or put downs that ridicule students who are:

- girls
- boys
- disabled
- of a particular race, culture or religion

***Harassment makes a person feel bad, trapped or confused.***

**Did you know that harassment is against the law and that the school has rules against harassment?**

This includes bullying as well as sexual harassment.

***You have the right to feel safe at school and not to be teased or called names.***

**Which of these statements or actions may be considered harassment?**

1. A student grabs or touches you in a way that hurts you or makes you feel uncomfortable.
2. A student calls you names and/or spreads rumors about you because you are a boy or girl, you are disabled or you are of a certain race, culture or religion.

3. A student teases you about your looks or your body.
4. A student hits you or tries to fight with you.
5. A student continues to say mean things after you ask him/her to stop and will not leave you alone.

Answer: ***All of the above!***

*And remember:*

**Harassment is never the fault of the victim.**

**What should you do if you believe you are being harassed?**

1. Tell the person to stop it, that it is harassment and it's against the law.
2. Tell an adult: teacher, principal, assistant principal, yard duty assistant, classroom assistant.
3. Explain the situation to the adult. Remember: you are not alone. This has happened to others, as well.
4. Tell your parents.

**What may happen?**

- Hopefully, the other student will stop teasing or harassing you when you ask him/her to stop.
- If not, the adult will listen to you and investigate the circumstances.
- The other student may be called in to explain his/her actions.
- There may be consequences for the student.
- You will be protected. Only the people who need to know information will be told. There is a law that says students may not threaten or harm you because you told an adult.

**For Parents:**

Our culture has been exposed to increasingly more violence including bullying and harassment. Studies have shown that the emotional impact on children may include feelings of:

- anger at teachers, offenders, school and adults
- shame, guilt and confusion
- embarrassment
- loss of trust in adults
- helplessness, hopelessness, powerlessness
- fear of going to school

The feelings may result in behavior including "acting out," absenteeism, inability to concentrate and declining achievement in school.

Each school has the responsibility to maintain a safe educational environment free from harassment of any type. If your child reports incidents of harassment, be sure to talk with appropriate authorities.

## VI. Special Education

The Saugus Union School District provides special education services for students from infant through sixth grade in the least restrictive environment in accordance with the Individuals with Disabilities Act (IDEA). The Santa Clarita Valley Special Education Local Plan Area (SELPA) coordinates with the five local school districts to provide special education services for students from birth through age twenty-two with identified disabilities.

Students referred are assessed to determine if a disability exists and its impact on school performance. All assessments are followed by an Individual Education Plan (IEP) team meeting at which parents, teacher, and staff determine eligibility. Services are designed to provide academic and social emotional supports necessary to access the core curriculum and school activities in the least restrictive environment. Parent permission is required for all Special Education Services.

### **Public Law Special Education Programs**

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Federal law requires that a free and appropriate education in the least restrictive environment be offered to all students with disabilities. Federal and State codes further describe the district's responsibility to pay the costs for an appropriate program. Parents are requested to advise the school if a child may be in need of special education.

### **Search and Serve**

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The Saugus Union School District actively encourages parents or community members who know of a child (birth to age 22) who may have special needs to contact the Director of Student Support Services (294-5309) or their local school office.

### **Infant and Preschool Services**

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Services for preschool students birth – 5 years are provided to children with disabilities. Programs include small group language/speech therapy, designed to meet specific needs. Our preschool programs include parent education. Infants are served through the Santa Clarita Valley SELPA.

### **Resource Specialist Program**

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The site Resource Specialist coordinates the assessment and IEP process and provides services through consultation, in class, or in a small group setting. The Resource Specialist works closely with classroom teachers and parents to implement alternative strategies and supplemental instruction to complement

the core curriculum. Support and instruction are also provided to allow students to develop appropriate social skills and behavior.

### **Related Services**

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Related services provide eligible special education students with specialized instruction to allow them to succeed. These services include but are not limited to speech and language, adapted PE, and occupational therapy, counseling, and behavior management.

### **Special Day Classes**

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Special Day Classes are located at designated district sites. Students who have a need for specialized instruction for the majority of the school day participate in these classes as determined by the IEP team. The classes have modified core or functional curriculum designed to meet specific individual needs.

### **Summary Of Parents' Rights Related To Special Education And Right To Appeal**

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#### **I. GENERAL RIGHTS**

- All disabled children have the right to a Free and Appropriate Public Education (FAPE).
- Individuals have the right to privacy and confidentiality of all educational records including the right to see, review, and if necessary, challenge the records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- Individuals have the right to request to be provided with a copy of the educational records for which the district may charge reasonable copying fees.
- All parents have the right to be fully informed in language easily understood by the general public and in the parent's primary language of all procedural safeguards and rights of appeal.

#### **II. RIGHTS RELATED TO ASSESSMENT**

These include:

- The right to initiate a written referral for assessment at the school district office after the resources of the regular education program have been considered and used.
- The right to consent to an educational assessment by the district.



- The right to have fifteen (15) days to give or withhold written consent for any proposed assessment(s).
- The right to withdraw consent after consultation with a member of the assessment team and written notification to district.
- The right to an assessment conducted to avoid discrimination based on race, sex, culture or handicapping conditions.
- The right to have a description of the procedures and tests to be used and to be fully informed of the assessment results, including the right to a copy of the findings.
- The right of individuals who participate in the resource specialist program for more than one year to receive at least health and psychological screening at some time during the second year to determine whether a further psychological assessment, health assessment, or both, are necessary.
- The right to at least a three-year reassessment.
- The right to request a review and/or the development of a new Individualized Education Program.
- The right to at least an annual review of the Individualized Education Program Team.
- The right to withdraw consent at any time after consultation with a member of the Individualized Education Program Team and after submitting written notification to an administrator.
- The right to record IEP meetings. Parent must inform school 24 hours prior to meeting.

### III. RIGHTS RELATED TO INDIVIDUALIZED EDUCATION PROGRAM

These include:

- The right to be notified prior to and to participate and/or be represented at meeting(s).
- The child's right to participate in the meeting(s) as appropriate.
- The right to have the meeting within sixty (60) calendar days from date of receipt of signed consent to assessment, not counting days in July and August. An IEP must be developed within thirty (30) days of the beginning of the next school year when a referral is made twenty (20) days or less before the end of the regular school year.
- The right to have the meeting conducted in the primary language/communication mode of the family.
- The right to be informed of available and appropriate program options.
- The right to consent to the Individualized Education Program and to the placement.
- The right to request an Individualized Education Program Team meeting.

### IV. RIGHTS RELATED TO APPEALS

**Circumstances:**

- The student, parent, or public education agency may request due process hearing procedures when there is a proposal or refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- The public education agency may request due process hearing procedures if the parent refuses to consent to an assessment of the child or to an Individualized Education Program.

**Due process hearing procedures rights include:**

- The right to meet informally with the school district's designee to discuss the issues.
- The right to a mediation conference or the right to waive the mediation conference.
- The right to have the mediation conference completed within fifteen (15) days of the receipt of written request or to request a continuance
- The right to be informed of free or low-cost legal or other relevant services within three (3) days following receipt of written request.
- The right to examine and receive copies of any documents in the student's educational file within five (5) days after the parent makes the request orally or in writing.
- The right of the pupil to remain in the present placement pending all appeals.

- The right to be accompanied by one or more representatives.
- The right to examine the list of unresolved issues written by the mediator.
- The right to an administrative hearing at the state level if the mediation conference fails to resolve the issues to the satisfaction of both parties.
- The right to a reasoned, written decision mailed within thirty (30) days following completion of the mediation conference or within forty-five (45) days following receipt of written request, if the mediation conference is waived.
- The right to have the hearing held at a time and place convenient to the parent and the pupil.
- The right to be accompanied and advised by counsel and by individuals knowledgeable of the problems of handicapped children.
- The right to present evidence and written and oral arguments.
- The right to question, cross-examine, and require the attendance of witnesses.
- The right to a written or electronic verbatim record of the hearing.
- The right to written findings of fact.
- The right to examine all evidence at least five (5) days before the hearing.
- The right to appeal the decision to a court of competent jurisdiction.

Please contact the Director of Student Support Services for a detailed copy of Parent's Rights related to Special Education.

## **VII. Safety**

### **District-Provided Transportation and School Bus Safety**

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Students should be at their designated bus stops on time and wait in a quiet, orderly manner until the bus arrives. While on the bus students are under the supervision of the driver and are expected to maintain classroom behavior standards and not distract the driver. Disciplinary action may include suspension and/or expulsion. Bus rules apply to daily bus riders as well as students on field trips. For more information, parents should contact Transportation Services at 661/298-3240.

### **School Crossing Guard Program**

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The City of Santa Clarita and/or the County of Los Angeles is responsible for all facets of the Adult Crossing Guard Program, including funding, hiring, training, supervising personnel and the deployment of crossing guards based on the warrant studies they conduct. Our role is to actively support their efforts in managing this program. Through this collaboration, pedestrian safety near and around our schools will be improved. Please cooperate fully with crossing guards.

### **School Parking Lots**

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The safety of students in our school parking lots is a special concern. Each school has specific regulations for student pick-up and drop-off as well as the use of the parking lot. All community members are asked to cooperate by following school parking lot regulations. All drivers are asked to use discretion and courtesy in order to further assure the safety of our students. The District is not responsible or liable for personal items stolen from vehicles or vehicles damaged while parked in our lots.

### **Bikes / Roller Blades**

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California law mandates bike helmets for children. Roller blades, and other "wheeled" footwear are not allowed on campus.

### **Playground Safety**

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Playground areas have been provided for our student's use and enjoyment, however, we do ask that each student abide by the following rules for the safety of all users:

1. Playground equipment for upper grade students is designed for use by children between the ages of 6 - 12 years only. Students between the ages of 1 - 5 should use playground equipment in our Kindergarten yards.
2. Adult supervision is required when children are using the playground equipment.
3. Students and parents should report any damage or defects on the equipment to school staff immediately.
4. Students must exercise good common sense and use the various components of the equipment correctly by adhering to the following guidelines:
  - a. Use slide only in a sitting position, and never climb up slides
  - b. Never climb over barriers, safety rails, or horizontal ladders
  - c. Use all handholds provided when going up climbing equipment

- d. Never deface, destroy, damage, or write on the equipment, as it is a crime punishable by law.
5. Report any signs of vandalism or unsafe conditions to the school staff immediately.
6. Playground equipment should not be used when wet, nor during non-daylight hours.
7. Students must adhere to playground safety rules at all times
8. Children have strangled and died when their clothing caught on slides and other playground equipment. Before allowing children to play, instruct them to remove bicycle helmets, scarves, necklaces, hood cords and neck drawstrings.

### **Animals At School**

For the safety and health of our students, animals (pets) other than those specifically brought for class purposes are prohibited on school grounds during school hours or whenever students are present. Any animal brought to school must be approved by the Administration and be properly housed. Pets/animals found on the grounds are subject to impoundment by the Los Angeles County Animal Control Center. Please refrain from bringing leashed dogs or other pets on campus.

### **Vandalism**

Vandalism (graffiti, property damage, arson, etc.) is an ongoing problem for public schools. Parents and guardians are financially responsible for damages caused by their minor children. The school may withhold the grades, diploma, and transcripts of the pupil until restitution is paid. The District will pursue criminal prosecution of any person(s) involved in vandalizing our schools. The community can help prevent vandalism by reporting any suspicious activity on school property during off hours to the Sheriff's Department at 661/255-1121.

### **Victim of Violent Crime**

A student who becomes a victim of violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the district. The District has fourteen calendar days to offer students the option to transfer. For more information, please contact the Director of Student Support Services.

### **Crimes on District Property**

All crimes committed on District property will be reported to the appropriate law enforcement agency. The District will cooperate fully with law enforcement

during their investigation of crime committed on District property.

### **Emergency Preparedness**

Each school has an emergency plan which may be viewed by contacting the school office. Emergency preparedness drills for bus evacuation, fire, earthquake and other natural and/or man-made disasters are conducted periodically throughout the school year. In the event of an emergency, district policy mandates students cannot be released from school except to persons listed on the emergency card. Contact the school office to update your emergency card if information changes during the school year.

Emergency notification messages are of an urgent nature and may be sent anytime during the school day. The number you should provide is where you are most likely to be reached during the majority of your waking hours. Alert Now/Blackboard Connect will call every number stored to ensure that the parents/guardians are reached. This number should be for the parent or guardian and not the alternate contacts provided on the Student Emergency card. The information on the Student Emergency card will be utilized should the school not be able to reach the parent or guardian.

### **Comprehensive School Safety Plan**

Each school site council must notify, in writing, specified persons and entities about the required public meeting to allow members of the public an opportunity to express an opinion about the school plan. Specified persons or entities shall include: the mayor; representative of parent organizations including the parent teacher organization and parent teacher clubs; a representative of each teacher organization at the school site; a representative of the student body government; and all other persons that indicate they want to be notified. The District reports annually on the status of the school safety plan in the accountability report card.

### **Pesticide Products**

To meet the requirements of the Healthy Schools Act of 2000, the Saugus Union School District is required to provide annual written notification to parents, guardians, and staff regarding the intended use of pest management materials. Although there is no routine application of pesticide products in the District, we may use the following pest management materials as necessity dictates:

<b>Chemical</b>	<b>Active Ingredients</b>	<b>Use</b>
Termidor®	Fipronil	Termiticide/ Insecticide
Gopher Getter®	Strychnine	Gopher Control
ZP Rodent Bait	Diphacinone	Ground Rodents
Tempo® 20 WP	Cyfluthrin	Ants
Kicker®	Pyrethrins	Bees/Wasps
CB-80 Extra	Pyrethrins	Bees/Wasps
Roundup	Glyphosate	Herbicide/ Weed Control

In the event the use of a product is required and is not listed previously, notification will be posted at the site 24 hours in advance of the intended use and will remain for 72 hours afterwards.

All of the materials listed are fully registered for use in California by the United States Environmental Protection Agency (EPA) and the California EPA. For additional information on pest management materials, you may access the California EPA, Department of Pesticide Regulation website at: <http://www.cdpr.ca.gov>

If you would like to register with the District to receive notification of individual applications of pest management materials, please obtain a “Request for Notification” from your school, complete the form, and return it to your school. Those who have registered will be notified of individual planned applications at least 72 hours in advance. For more information on the District Integrated Pest Management program, please contact Barbara Boliver, Manager of Maintenance and Operations at (661)294-5390.

### **Asbestos Management Plan**

The District maintains and annually updates its management plan for asbestos containing materials in school buildings. For a copy of the asbestos management plan, please contact the Director of Maintenance & Operations, 26501 Ruether Drive, Santa Clarita, CA 91355 (661) 254-5390.

### **Internet Acceptable Use Policy**

All students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District makes a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using

District technology. Violation of this policy may result in disciplinary action.

### **Unacceptable uses include, but are not limited to:**

- Violating the conditions of California Education Code dealing with students’ rights to privacy.
- Using profanity, obscenity, or other language that may be offensive to other users.
- Reposting (forwarding) personal communication without the author’s prior consent.
- Copying commercial software that violates copyright laws.
- Using the network for financial gain, commercial activity, or any illegal activity.
- Vandalism or malicious attempts to harm or destroy data or hardware.

### **Acceptable uses include:**

- Researching assigned classroom projects.
- Sending electronic mail to other users.
- Using the services for legal purposes only.
- Using polite and appropriate language.
- Using only files/accounts assigned to the user.
- Acquiring permission to send or use copyrighted material.
- Using computer equipment properly.
- Maintaining privacy by not revealing any personal address, phone numbers or information.
- Using the computer only as directed by the teacher.

We encourage you to talk with your son or daughter about the potential danger of the internet. If your child is using a social networking site with your permission (i.e., MySpace, Facebook), you may want to review his or her profile to ensure that no personal and identifiable information has been posted. Establish rules and guidelines to ensure the safety of your child while on the internet. Some websites offer parental or family guidance for internet safety; for example, SafeKids.com, <http://www.safekids.com>, and Web Wise Kids, <http://www.webwisekids.org>, by telephone at 866-WEB-WISE, or by email at [webwisekids2@aol.com](mailto:webwisekids2@aol.com).

The District continues to provide internet security within our schools. It is important that parents also monitor internet use at home.

## VIII. Discipline

### Duty Concerning Conduct of Pupil

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

### Conduct

Students are accountable for their conduct at all times while participating in school related activities including on the way to and from school.

School site's discipline plans are reviewed with the student and parents at the beginning of the school year. Teachers/Administrators work with students regarding student behavior. Disciplinary action may include parent conferences, student behavior contracts and other strategies to improve behavior. Suspension or expulsion may result when conduct does not improve or for a severe first offense.

### Staying After School

California law allows school personnel to detain students up to one hour after school for assistance, to make up tardiness, for behavioral reasons, etc., providing the parents are notified. Parents are responsible for arranging transportation home.

### Attendance of Suspended Child's Parent or Guardian for Portion of School Day

Parents may be required to attend school with a student who has been suspended.

### Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

#### **A. Searches Based on Reasonable Suspicion**

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or it about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.

- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in consideration of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the student being searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

### Dangerous Objects & Imitation Firearms

The school district has concerns about students bringing legal but dangerous objects on campus. The following are considered dangerous objects.

Laser Pointer - PC 417.27; It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

Imitation Firearm - PC 12550, 12556; A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place including public school.

Realistic replicas of firearms, BB guns, and air pistols are also not permitted and their possession is subject to the same rules for suspension and expulsion as other firearms. Toy guns should never be brought to school and, depending on their similarity to a real weapon and what students do with them, may also be subject to suspension and expulsion rules at the discretion of the administration.

## **Suspension And Expulsion**

### **EC 48900 — Grounds for Suspension and Expulsion**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in writing by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as

defined in Section 11014.5 of the Health and Safety Code.

- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) “Electronic act” means the transmission by means of an electronic devise, included, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
  - (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
    - (1) While on school grounds.
    - (2) While going to or coming from school.
    - (3) During the lunch period whether on or off the campus.
    - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
  - (u) As used in the section, “school property” includes, but is not limited to electronic files and databases.
  - (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s misbehavior as specified in Section 48900.5.
  - (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

**EC 48900.2 — Sexual Harassment**

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

**EC 48900.3 — Hate Violence**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the

school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

#### **EC 48900.4 — Harassment, Threats or Intimidation**

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

#### **EC 48900.5 — Limitations on Imposing Suspension**

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when the means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

#### **EC 48900.7 — Terroristic Threats**

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,

which, on the face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

#### **EC 48915 — Circumstances for Recommending Expulsion**

- (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- (A) Causing serious physical injury to another person, except in self-defense.
  - (B) Possession of a knife or other dangerous object of no reasonable use to the pupil.
  - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
    - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  - (D) Robbery or extortion.
  - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instruction time.
- (b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:



- (1) Other means of correction are not feasible or have repeatedly failed to bring out proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at a school or at a school activity off school grounds:
  - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, in not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
  - (2) Brandishing a knife at another person.
  - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
  - (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision ©, and shall refer that pupil to a program of study that meets all of the following conditions:
    - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
    - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
    - (3) Is not housed at the school site attended by the pupil at the time of suspension.
  - (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4 and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (c) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to the pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in the section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

**\* See annual notification for further information.**

## IX. Health Services

### Wellness Policy

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Saugus Union School District is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

#### Wellness Goals:

- Child Nutrition Programs comply with federal, state and local requirements and are available to all students.
- Sequential and interdisciplinary nutrition education is provided and promoted.

- Patterns of meaningful physical activity connect to students' lives outside physical education.
- All school-based activities are consistent with wellness policy goals.
- All foods and beverages sold on campus (including vending, a la carte, student stores, and fund raising) during the school day are consistent with the current dietary guidelines.
- All foods made available on campus adhere to food safety and sanitation guidelines.
- The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.
- Sweet foods are not used as a reward.
- Physical activities are not used as a punishment.

### **Immunizations**

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Unless a pupil's parent or legal guardian provides the school with an acceptable signed waiver, a pupil must be immunized against certain communicable diseases. Beginning January 1, 2014, the signed waiver to exempt a pupil from meeting immunization requirements shall include a form prescribed by the State Department of Public Health signed by 1) the health care practitioner who provided information to the parent or legal guardian regarding the benefits and risks of the immunization and the health risks of the communicable diseases; and 2) the parent or legal guardian, indicating that he or she received the information provided by the health care practitioner. Students are prohibited from attending school until the immunization requirements are met. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

### **Low Cost/No Cost Health Services**

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For low-cost or no-cost health services, please call the Los Angeles County Department of Health Services at 800-427-8700. For more information on low-cost health insurance, contact Healthy Families Program at 1-888-747-1222 or their website at: [www.healthyfamilies.org](http://www.healthyfamilies.org)

### **Dental Exam Requirements**

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Your child is required to have an oral health assessment (dental check-up) by a licensed dentist or other licensed or registered dental health professional by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement.

### **First Grade Physical Exam Requirements**

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The California Health and Development Prevention Law requires all students entering first grade to have a health screening exam within the previous twelve months. Free health screening is available through the local health department.

Physical examination forms are available in the school office and must be completed within six weeks of the beginning of school. If you do not want your child to have a physical, you may sign the waiver available in the school office. Exclusion from school may result until these Health and Safety code requirements are met.

### **Vision and Hearing Screenings**

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The district provides vision and hearing screenings to students in K, 2nd and 5th grades and on a referral basis. Parents are notified of all findings so that parents can follow-up when needed.

### **Illness and Emergencies**

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School personnel may not diagnose illness or injury. Injured or ill students must be picked-up from school by an adult who is authorized on the student's emergency card.

### **Allergies, Asthma and Medications**

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Many of our students have allergies to environmental, food or airborne allergens. Should your child require medication at school, or extra support due to food allergies, please contact the health office at your school site.

### **Medication At School**

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The parent or legal guarding of any pupil taking medication on a regular basis must inform the school nurse of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

## **Administration of Prescribed Medication for Pupils - EC 49423 and 49423.1**

Any pupil who is required to take, during the regular schoolday, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken.

## **Medical or Hospital Services**

The district does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activity or attendance.

## **Student Accident Insurance**

All parents are encouraged to purchase voluntary low-cost student accident insurance or have their child covered by private insurance. The District does not provide medical insurance for students who are injured at school. It is important to know that the school provides first aid and minor injury care only. When children hurt themselves at school, parents/guardians are responsible for any related medical bills. More information on student insurance programs can be obtained at <http://myers-stevens.com/> or by calling 800-827-4695.

## **Injured Students**

Although safety is a priority in our district, accidents can still happen. Our health offices are well prepared to provide emergency first aid should a student become injured during the course of the school day. If the injury requires more than a bandage, our office staff is instructed to contact parents immediately and complete injury reports. Emergency Medical Services will be contacted should the injury/illness be serious in nature or the student's parents are more than twenty minutes away from the school site. A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a health care provider's written permission to attend school and must comply with any safety procedures required by the school administration and health services personnel. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

## **Use of Sunscreen**

Sunscreen may be used by students, during the school day, without a physician's note or prescription. Procedures are available at your school site.

## **Flu Information and Guidelines**

To better prepare for flu season, it is important that parents have the necessary information in order to identify signs and symptoms and help prevent the spread of the flu in our schools. Pertinent information is now available on our website so parents and staff members can use it to protect against the virus. The experts recommend the following prevention measures:

- Practice good hand hygiene by washing your hands often with soap and water
- Cover your mouth and nose with a tissue when you cough or sneeze, or cough/sneeze into your elbow or shoulder, not into your hands
- Stay home if you are sick for at least 24 hours after there is no fever or signs of fever (without the use of fever-reducing medicine). Keeping sick students at home means they can't share the virus with others.
- Get your family vaccinated for seasonal flu and H1N1 flu when vaccines are available.

The Saugus Union School District strongly encourages students and staff to stay home when sick. No doctor's note will be required for readmission after a case of the flu. The best thing all of us can do is stay home when we are sick so we don't expose others to the virus.

During the 2012/2013 school year, should your child becomes ill at school (exhibits flu-like symptoms), he/she will be separated from our healthy students until a parent or other responsible adult arrives to pick him/her up. Children will not be permitted to stay in school or be readmitted if their temperature is at or above 100 degrees F. The Public Health Department guidelines state that they may not return to school until they are fever free for 24 hours without medication. All staff and students are encouraged to wash their hands frequently throughout the school day. Those classrooms without immediate/easy access to soap and water will be provided a non-toxic hand sanitizer so that proper hygiene practices are used while at school.

Feel free to contact school personnel or a District Nurse with any concerns or questions regarding this information.

## **Outdoor Weather Activity and Heat Index Guidelines**

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Specific procedures will be enacted whenever the “heat index” reaches 90 degrees F or higher. The heat index is the “feels like” or effective temperature. As relative humidity increases, the air seems warmer because the body is less able to cool itself via evaporation of perspiration. As the heat index rises, so do the potential health risks, especially to those students who are medically fragile. The District is committed to protecting the health and safety of our students and as a result, may limit or revise certain activities for physical education and other outdoor programs before, during or after school based on the calculated heat index for that day. More information about our policy is available at the school office.

## **Administration of Epilepsy Medication**

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If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil’s parent or guardian may request the pupil’s school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

# **X. Sex/HIV Education**

## **Sex Education Courses**

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No governing board of a public elementary or secondary school may require pupils to attend any class in which human reproductive organs and their functions and processes are described, illustrated or discussed, whether such class be part of a course designated “sex education” or “family life education” or by some similar term, or part of any other course which pupils are required to attend.

If classes are offered in public elementary schools in which human reproductive organs and their functions and processes are described, illustrated or discussed, the parent or guardian of each pupil enrolled in such class shall first be notified in writing of the class. Sending the required notice home with the student meets the notification requirements.

Opportunity shall be provided to each parent or guardian to request in writing that his child not attend the class. Such requests shall be valid for the school year in which they are submitted but may be withdrawn by the parent or guardian at any time. No child may attend

a class if a request that he not attend the class has been received by the school.

Any written or audiovisual material to be used in a class in which human reproductive organs and their functions and processes are described, illustrated, or discussed shall be available for inspection by the parent or guardian at reasonable times and places prior to the holding of a course which includes such classes. The parent or guardian shall be notified in writing of his opportunity to inspect and review such materials.

This section shall not apply to description or illustration of human reproductive organs which may appear in a textbook, adopted pursuant to law, on physiology, biology, zoology, general science, personal hygiene, or health.

Nothing in this section shall be construed as encouraging the description, illustration, or discussion of human reproductive organs and their functions and processes in the public elementary and secondary schools.

The certification document of any person charged with the responsibility of making any instructional material available for inspection under this section or who is charged with the responsibility of notifying a parent or guardian of any class conducted within the purview of this section, and who knowingly and willfully fails to make such instructional material available for inspection or to notify such parent or guardian, may be revoked or suspended because of such act. The certification document of any person who knowingly and willfully requires a pupil to attend a class within the purview of this section when a request that the pupil not attend has been received from the parent or guardian may be revoked or suspended because of such act.

## **Excuse from Health Instruction and Family Life and Sex Education Due to Religious Beliefs**

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs. As used in this section, “religious training and beliefs” includes personal moral convictions.

# **XI. Parental Rights**

## **Parent/Student Rights**

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It is the intent of Saugus Union School District that parents of students who may have a disability under Section 504 of the Rehabilitation Act of 1973 be informed of their rights. A handicapped or disabled

person is defined as a person who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, thinking, and concentrating.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability.
2. Receive notice with respect to identification, evaluation, or placement of your child.
3. Have your child receive a free appropriate public education. This includes the right to be educated with non disabled students to the maximum extent appropriate. It also includes the right to have the district make modifications in the educational program and placement to allow your child an equal opportunity to participate in school and school-related activities.
4. Have your child educated in facilities and receive services comparable to those provided non disabled students.
5. Have your child receive special education and related services if he/she is found to be eligible under State or Federal special education law, or requires these services under Section 504.
6. Have an evaluation, planning and placement decision made based upon a variety of information sources, and by persons who know your child, the evaluation date, and placement/program options.
7. Have your child be given an equal opportunity to participate in nonacademic extracurricular activities offered by the district.
8. Examine all of your child's educational records and obtain copies of these records at a reasonable cost unless the fee would effectively deny you access to the records. You also have the right to request an explanation and interpretation of your child's records. Should you disagree with the records maintained by the district on your child because you believe them to be inaccurate, misleading or otherwise in violation of the privacy of your child, you may request that they be amended. If the district refuses your request, you have the right to a hearing.
9. Request a meeting with the 504 Coordinator to review any concern over the actions of the district with respect to the identification, evaluation, and educational program or placement of your child.

This meeting is not required by law but frequently can resolve concerns.

10. Request a mediation and/or impartial hearing related to any decision or action regarding your child's identification, evaluation, educational program or placement. You and your child may take part in the hearing before an impartial hearing officer and have an attorney represent you. Under certain circumstances, you may be entitled to an award of reasonable attorney fees.
11. Appeal the decision of the hearing to a court of competent jurisdiction.
12. File a complaint with the District or the Office of Civil Rights if you feel the District has not acted in accordance with the law. The 504 Coordinator will assist you in filing a complaint or you may directly contact:

**Office for Civil Rights**

U.S. Department of Education  
50 Beale Street, Suite 7200  
San Francisco, CA 94105

**Pupil's Rights to Refrain from the Harmful or Destructive Use of Animals**

Any pupil with a moral objection to dissection or otherwise harming or destroying animals shall notify his or her teacher regarding this objection and must be substantiated by a note from the student's parent or guardian. Upon notification a comparable, alternative education project shall be provided.

**Directory Information**

No student directory information is compiled or disseminated to the public.

**Student Records**

**Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The types of records and information contained therein which are directly related to students and maintained by the institution.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of all official pupil records if not centrally located and the availability of qualified certificated personnel to interpret records, if requested.
4. The location of the log or records required to be maintained pursuant to Section 49064.
5. The criteria to be used by the district in defining "school officials and employees" and

in determining “legitimate educational interest” as used in Section 49064 and paragraph (1) of subdivision (a) of Section 49076.

6. The policies of the instruction for reviewing and expunging those records.
7. The right of the parent to access pupil records.
8. The procedures for challenging the content of pupil records.
9. The cost if any which will be charged to the parent for reproducing copies of records.
10. The categories of information which the institution has designated as directory information pursuant to Section 49073.
11. The right of the parent to file a complaint with the United States Department of Education, Family Policy Compliance Office, concerning an alleged failure by the district to comply with the provisions of FERPA.
12. The availability of the prospectus prepared pursuant to Section 49091.14.

A cumulative record, whether recorded by handwriting, print tapes, film, microfilm or other means, must be maintained on the history of a pupil’s development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student’s educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents’ request to access their student’s educational records must be submitted in a written form to Principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 3 cents per page.

Any challenge to school records must be submitted in writing to Joyce Johnston, custodian of records. a parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer’s area of competence, 4) not based on the personal observation of a named person with the

time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

A log shall be maintained for each student’s record which lists all persons, agencies, or organizations requesting and receiving information from the cumulative record and the legitimate interest of the requester (Ed Code 49064.)

### **Medical Records Sharing**

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Requires a school district planning to provide information from pupils’ medical records to an immunization system to inform students or parents or guardians of the following:

1. Medical information may be shared with local health departments and the State Department of Health Services.
2. The name and address of the State Department of Health Services or of the immunization registry with which the school will share information.
3. Information shared with local health departments and the State Department of Health Services will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child development facilities, family child care homes, WIC service providers, county welfare departments, foster care agencies, and health care plans.
4. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.
5. The student or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it.
6. The student or the parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both.
7. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the

State Department of Health Services may maintain access to this information for the purpose of protecting the public health.

*Note: Students or parents or guardians may refuse to permit record sharing. Notification may be provided by ordinary mail and must include reasonable means for refusal, such as return form or contact telephone number.*

## **XII. Due Process/Protection/ Complaints**

The Saugus Union School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The District assures that lack of English language skills will not be a barrier to admission of participation in District programs. Complaints of unlawful discrimination are investigated through the Uniform Complain Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact Assistant Superintendent of Instruction.

### **Uniform Complaint Procedures (BP 1312.3)**

The Board of Education recognizes that the district has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations governing educational programs and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including 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 the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by a

local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

Uniform complaint procedures shall also be used when addressing complaints:

1. Alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, child care and development programs, child nutrition programs, and special education programs;

2. Alleging failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code;

3. Alleging unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; and

4. Alleging unlawful imposition of pupil fees for participation in educational activities in public schools.

Williams Settlement complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment may be filed anonymously. Schools shall have a complaint form available for these types of complaints. Schools will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

### **Procedures**

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The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs.

### **Step 1: Filing of Complaint**

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

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

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

### **Step 2: Mediation**

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

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

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

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

### **Step 3: Investigation of Complaint**

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

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

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

### **Step 4: Response**

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

### **Step 5: Final Written Decision**

The district's decision shall be in writing and sent to the complainant.

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

#### **The decision shall include:**

1. The findings of fact based on the evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the district's decision within 15 days to the



CDE and procedures to be followed for initiating such an appeal.

7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Appeals to the California Department of Education**

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision.

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the district's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For

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

A copy of the district's Uniform Complaint Procedures is available free of charge.

### **Compliance Officer**

For more information or to file a complaint, please contact: Rick Grove, Assistant Superintendent, Personnel Services (661) 294-5300.

## **XIII. Santa Clarita Valley SELPA**

The Santa Clarita Valley Special Education Local Plan Area (SELPA) provides services and coordination for families and students with disabilities ages 0-22 throughout the Santa Clarita Valley. The 5 school districts of Santa Clarita Valley: Castaic Union School District, Newhall School District, Saugus Union School District, Sulphur Springs Union School District, and Wm. S. Hart Union High School District work in collaboration to provide special education and related services for eligible students.

Some of our services include:

- Community outreach and child find activities
- Training and staff development
- Information and referral
- Funding and compliance
- Interagency coordination
- Family support

### **Special Education Community Advisory Committee**

The Santa Clarita Valley Special Education CAC is comprised of volunteer parents, educators, and other interested community members who want to make a difference in the education of all children and believes that every child has the right to fulfill their potential with dignity, hope, and opportunity.

The CAC is committed to ensuring:

- Quality education for all children
- Empowering parents through education and advocacy
- Access to resources and information
- Collaboration between parents and school

There are several CAC parent workshops throughout the school year (including a Summer Activities Fair) which are all listed on the SELPA website at: [www.scvselpa.org](http://www.scvselpa.org) The SELPA offers free childcare and interpreter services at all CAC events. To arrange for childcare or interpreting services please contact the SELPA Office directly at: 661-294-5398. The SELPA website also contains additional information on special education and community resources, please visit us at: [www.scvselpa.org](http://www.scvselpa.org)

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# Appendix A

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## Grade Level Standards for Transitional Kindergarten

### Social-Emotional Development

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#### Self Awareness

- Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
- Regulate their attention, thoughts, feelings, and impulses more consistently.
- Show acceptance of people's differences.
- Show empathy towards peers.
- Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure out things.

#### Social Interaction

- Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interactions.
- Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
- Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict.
- Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

#### Relationships

- Contribute to positive mutual cooperation with their primary teacher and caregivers.
- Friendships are more reciprocal and enduring.
- Students are able to separate from caregiver without assistance.

### Language & Writing

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#### Conventions of Standard English (Speaking & Writing)

- Demonstrate an increasing command of the conventions of standard English grammar and usage when writing and speaking:
- Copy many upper and lowercase letters
- Understand and increasingly use appropriate grammar relating to common nouns and verbs

- Extend the use of regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- Recognize and begin to use the most frequently occurring prepositions (e.g., to, from, in, out, off, for, of, by, with)
- Use complete sentences in orally shared language activities.
- Participate in collaborative conversations with diverse partners about age appropriate topics and texts with peers and adults in small and larger groups:
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- Continue a conversation through multiple exchanges.
- Begin to ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Conventions of Standard English (Writing)

- Demonstrate an increasing command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Copy modeled sentences by capitalizing the first word in a sentence and the pronoun I.
- Copy modeled sentences with correct end punctuation.
- Complete a sentence frame (e.g., I like my \_\_\_\_ ) with one phonetically spelled word.
- Use pictures, symbols, and/or letters to represent oral language, ideas, and stories.
- Write first name correctly with proper letter formation.
- Dictate informative/explanatory texts in which they name what they are drawing about and supply some information about the topic.
- Hold pencil with efficient grasp.
- Form upper and lower case letters nearly correctly.
- Use letter and symbols to represent words.
- Start writing at the top of the paper.
- Start writing at the left side of the paper.
- Write a horizontal line.

## Vocabulary Acquisition and Use

- Begin to use age appropriate academic vocabulary.
- With guidance and support from adults, explore word relationships and build age appropriate vocabulary:
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Begin to distinguish shades of meaning among verbs describing the same general action (e.g., talk, shout, whisper) by acting out the meanings.
- Begin to use words and phrases acquired through conversations and being read to, and by responding to texts.

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## Reading

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### Reading Standards for Literature and Information Texts

- Answer simple questions about a story.
- Retell familiar stories using picture cues.
- Introduce characters and settings in a story using picture cues.
- Distinguish between real and fantasy/make believe.
- Draw and describe illustrations relating to a story.
- Compare and contrast characters within the same story.
- Identify main topic of a non-fiction text.
- Begin to describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Identify the front cover and back cover of a book.
- Define the role of the author and illustrator/photographer of a text with prompting questions.
- Use information from illustrations/photographs to better understand and answer questions about the text.
- Identify basic similarities and differences between two texts on the same topic.
- Begin to engage in group reading activities.
- Share prior knowledge related to illustrations and/or text.
- Make predications based on illustrations and/or text with prompting and support.

## Print Concepts

- Demonstrate an understanding of print and book awareness:
- Demonstrate understanding of directionality in print.
- Understand that letters are used to make up words.
- Verbally identify all upper and lower case letters of the alphabet.
- Understand that words are separated by spaces in print.

## Phonological Awareness

- Begin to demonstrate understanding of spoken words, syllables and sounds (phonemes):
- Recognize rhyming words.
- Clap syllables of words.
- Isolate and pronounce the initial sounds (phonemes) in three-phoneme (CVC) words.
- Introduce initial sounds (phonemes) in simple one syllable words to make new words with the support of pictures and/or objects.

## Foundational Skills: Phonics and Word Recognition

- Begin to recognize and apply phonics and word analysis skills:
- Demonstrate basic understanding of letter-sound correspondence by producing sounds for 75% of the alphabet.
- Aurally recognize short vowel sounds.

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## Mathematics

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### Number Sense

- Count to 50 by ones.
- Recognize numbers to 20.
- Write numbers to 20.
- Count to 20 with one to one correspondence.
- Begin to demonstrate understanding of more, less and equal using objects.
- Given a number 1-10, count out that many objects.
- Represent addition and subtraction with objects to 10.
- Understand when counting that the number name of the last object represents the total number of objects.

### Data & Measurement

- Order objects by size, weight and capacity.
- Group common related objects.
- Sort by two categories (size, shape, color)
- Describe how groups are similar and different.
- Collect data and organize it into graphic representation (picture graph).
- Recognize and duplicate simple patterns.
- Extend and create simple patterns.

## Geometry

- Identify two dimensional shapes: square, triangle, circle, rectangle.
- Compare attributes of two dimensional shapes.
- Describe positions using terms such as: above, below, beside, etc.
- Identify colors.

## Physical Development

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### Standard 1: Motor Skills & Movement Patterns

#### *Movement Concepts:*

- Travel within a large group, without bumping into others or falling, while using locomotor skills.
- Travel forward and sideways while changing direction quickly in response to a signal.
- Demonstrate contrasts between slow and fast speeds while using locomotor skills.

#### *Spatial Relations:*

- Balance on one, two, three or four body parts.
- Balance while walking forward and sideways on a narrow, elevated surface.
- Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward and in front of by using the body and an object.

#### *Locomotor Movement:*

- Travel in straight, curved, and zigzag pathways.
- Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

#### *Manipulative Skills:*

- Strike a stationary ball or balloon with the hands, arms, and feet.
- Toss a ball, using the underhand throw pattern, and catch it before it bounces twice.
- Kick a stationary object, using a simple kicking pattern.
- Bounce a ball continuously, using two hands.

#### *Rhythmic Skills:*

- Perform locomotor and nonlocomotor movements to a steady beat.
- Clap in time to a simple, rhythmic beat.

### Standard 2: Apply Movement to Learning

#### *Movement Concepts:*

- Identify and independently use personal space, general space, and boundaries.

#### *Body Awareness:*

- Identify and describe parts of the body: head, shoulders, neck, back, chest waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes.

#### *Locomotor Movement:*

- Demonstrate the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

### Standard 3: Assess & Maintain Physical Fitness

#### *Fitness Concepts:*

- Participate in physical activities that are enjoyable and challenging.

#### *Aerobic Capacity:*

- Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

#### *Flexibility:*

- Stretch shoulders, legs, arms, and back without bouncing.

#### *Body Composition:*

- Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### Standard 4: Knowledge of Physical Fitness

#### *Self Responsibility:*

- Identify the feelings that result from participation in physical activity.
- Participate willingly in physical activity.

#### *Social Interaction:*

- Demonstrate the characteristics of sharing in a physical activity.
- Describe how positive social interaction can make physical activity with others more fun.

#### *Group Dynamics:*

- Participate as a leader and a follower during physical activities.

## Grade Level Standards for Kindergarten

### Social Studies

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- Understands responsibilities, rules, and cooperation at school
- Develops a sense of self and family
- Understands (learns) the symbols and traditions of the United States
- Understands the role of various workers within the community
- Compares and contrasts people and places
- Appreciates cultural diversity

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## Language Arts

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- Identifies the front cover, back cover, and title of a book
- Understands that printed material provides information
- Develops an awareness of print by distinguishing letters, syllables, words, and sentences
- Recognizes and names all upper-case and lower-case alphabet letters
- Tracks print from left to right, top to bottom
- Blends sounds orally to make syllables or words
- Produces rhyming words
- Distinguishes between beginning and ending sounds in words
- Matches all consonant and short-vowels sounds to appropriate letters
- Reads basic sight words
- Sorts common words by category, such as colors, shapes, foods

### Comprehension

- Asks and answers questions appropriately
- Uses pictures and context to make predictions about story content
- Retells stories in sequence

### Literary Response and Analysis

- Identifies types of print materials such as stories, signs, and labels
- Identifies characters, settings, and important events

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## Writing

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- Writes legible words and short sentences
- Prints upper and lower case letters
- Writes simple sentences using phonetic spelling
- Writes by moving left to right and from top to bottom

### Written and Oral English Language Conventions

- Uses complete sentences when speaking

### Listening and Speaking Strategies

- Understands and follows directions
- Shares information and ideas

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## Mathematics

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### Number Sense and Operations

- Counts, names, and orders numbers to 30

- Matches the numbers of a set with the corresponding number (i.e., \*\*\*=3)
- Adds and subtracts simple problems with a total of no more than ten
- Develops skills in estimation

### Patterns and Relationships

- Identifies, extends, and creates patterns
- Understands size comparisons (larger, smaller, longer, shorter, heavier, lighter)
- Sorts and classifies objects by their characteristics

### Geometry, Spatial Sense, and Measurement

- Identifies basic shapes
- Tells time to the nearest hour
- Compares time related to events (before/after, shorter/longer, yesterday/today/tomorrow)

### Making Sense of Data

- Interprets and uses information from a graph

### Mathematical Reasoning

- Solves simple word problems

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## Technology

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- Recognizes letter keys
- Uses simple computer - assisted programs

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## Science

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- Recognizes the physical differences between objects as to shape, size, and weight
- Understands that different types of plants and animals inhabit the earth
- Understands that the earth is composed of land, air, and water
- Learns to observe, investigate, question, experiment, and explore

## Grade Level Standards for First Grade

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### Language Arts

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#### Word Analysis, Fluency, and Vocabulary

##### Development

- Matches oral words to printed words
- Identifies title and author of a selection
- Identifies letters, words, and sentences
- Recognizes initial, middle, and final sounds, long and short vowel sounds, rhyming words
- Produces the sounds from all letter patterns and can blend these sounds into recognizable words

- Reads sight words, compound words, contractions, word families, and word endings appropriate to grade level.
- Read aloud with fluency and accuracy
- Classifies words by categories such as animals, food, and toys.

### **Comprehension**

- Reads different types of literature
- Uses a variety of strategies such as answering questions, making predictions, and comparing information from several sources.

### **Literary Response and Analysis**

- Reads and responds to a wide variety of literature
- Identifies and describes story elements such as plot, setting, and characters
- Retells, talks, and writes about books read

### **Writing Strategies**

- Writes clear and well written sentences and paragraphs that develop a central idea
- Uses the stages of the writing process (i.e., pre-writing, drafting, reversing, and editing)
- Prints legibly with appropriate spacing

### **Writing Applications**

- Writes compositions that describe and explain familiar objects, events and experiences

### **Written and Oral English Language Conventions**

- Writes and speaks with a command of standard English conventions, as to sentence structure, grammar, punctuation, and spelling

### **Listening and Speaking**

- Listens effectively and responds appropriately to oral communication
- Give and follows directions
- Stays on topic when speaking

### **Speaking Applications**

- Gives oral presentations about familiar experiences or interests

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## **Mathematics**

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### **Number Sense and Operations**

- Counts, reads, and writes numbers to 100
- Recalls addition and subtraction facts to 20
- Counts and groups objects into ones and tens (e.g. 3 groups of ten plus 4 more is 34 or  $30 + 4$ )
- Gives value of common coins
- Makes reasonable estimates when comparing larger or smaller numbers

### **Geometry, Spatial Sense, and Measurement**

- Tells time to the nearest half hour
- Compares the length, weight and volume of two or more objects
- Measures line segments in inches and centimeters
- Classifies geometric shapes

### **Making Sense of Data**

- Reads and interprets simple graphs

### **Mathematical Reasoning**

- Communicates mathematical ideas
- Applies concepts to solve problems

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## **Technology/Tools**

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- Recognizes letter keys
- Uses simple computer - assisted programs

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## **History/Social Sciences**

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- Identifies rights and responsibilities of being a good citizen
- Recognizes maps and globes as representations of the earth
- Describes how location, weather, and physical environments affect the way people live
- Knows and understands the symbols and traditions of the U.S.
- Compares and contrasts life, past and present, around the world and recognize that things change over time
- Understands basic economic concepts of the goods and services that people need
- Learns to appreciate cultural diversity

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## **Science/Health**

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- Understands that materials come in different forms: solids, liquids, and gases
- Plants and animals meet their needs in different ways
- Understands that weather can be observed, measured, and described
- Observes, communicates, organizes, and compares scientific data

# Grade Level Standards for Second Grade

## Language Arts

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### Writing, Listening and Speaking Word Analysis, Fluency and Vocabulary Development

- Uses spelling patterns
- Applies basic syllabication rules
- Recognizes common abbreviations
- Correctly uses regular plurals (s, es, les) and irregular plurals (fly/flies, wife, wives)
- Reads fluently and accurately
- Understands antonyms and synonyms, compound words prefixes and suffixes, and multiple meaning words

### Comprehension

- Reads different types of literature
- Uses a variety of strategies such as answering questions, making predictions, and comparing information from different sources.
- Uses title, table of contents and chapter heading to locate information
- Restates facts and details to organize ideas
- Interprets information from diagrams, charts and graphs

### Writing Strategies

- Writes clear and well written sentences and paragraphs that develop a central idea
- Uses the stages of the writing process (i.e., pre-writing, drafting, reversing, and editing)
- Prints legibly with appropriate spacing
- Understands the purpose of various reference materials
- Writes a story with a clear beginning, middle, and end

### Writing Applications

- Writes compositions that describe and explain familiar objects, events and experiences in a logical sequence
- Writes a friendly letter complete with the date, salutation, body, closing, and signature

### Written and Oral English Language Conventions

- Writes and speaks with a command of standard English conventions (i.e., sentence structure, grammar, punctuation, and spelling)

### Listening and speaking

- Listens effectively and responds appropriately to oral communication
- Asks questions to clarify understanding
- Gives and follows oral directions
- Retells experiences and stories in a topic with supportive fact and details

### Speaking Application

- Gives oral presentations about familiar experiences or interests

## Mathematics

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### Number Sense

- Reads and writes numbers to 1000 and identifies the place value for each digit
- Compares whole numbers up to 1000 using the symbols  $<$ ,  $=$ ,  $>$
- Adds and subtracts with regrouping (borrowing/exchanging)
- Uses the inverse relationship between addition and subtraction to solve problems and check solutions
- Uses mental math to compute and estimate answers
- Uses repeated addition, arrays and counting by multiples to do multiplication
- Knows multiplication tables 2s, 5s, and 10s
- Compares unit fractions up to  $1/12$  and recognizes fractions of a whole and parts of a group
- Represents amount of money to \$1.00 using dollar and cents symbols
- Solves problems using combinations of coins and bills
- Recognizes a reasonable estimate

### Algebra and Functions

- Solves word problems and number sentences using addition and subtraction
- Solves addition and subtraction problems using data from charts, picture graphs, and number sentences

### Measurement and Geometry

- Measures the length of objects by repeating a nonstandard and/or standard unit
- Uses different units to measure and compare objects
- Measures the length of an object to the nearest inch and/or centimeter
- Tells time to the nearest quarter hour and know the time relationships (i.e., minutes in hour, days in week)



### **Statistic Data Analysis and Probability**

- Gathers, counts and records numerical data
- Represents data in more than one way
- Identifies range and average
- Recognizes the next term in a pattern

### **Mathematical Reasoning**

- Decodes upon an approach
- Gathers materials and plans strategies to reason and solve a problem

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### **Technology/Tools**

- Locates all letter and number keys
- Starts an application, opens an existing file and saves data
- Prints a file
- Uses simple computer-assisted instructional program

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### **History/Social Science**

- Understands family history, traditions and ancestors
- Compares and contrasts the daily lives of parents and grandparents
- Demonstrates knowledge of maps and globes
- Locates specific places, geographic features, and map elements (legend, scale, and compass directions)
- Understands and explains the ways the laws affect our daily lives
- Understands basic economic concepts (consumers/producers) and their role in the economy
- Demonstrates an understanding of the importance of individual action and responsibility
- Explains how heroes of long ago and present times make a difference in lives today

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### **Science/Health**

- Observes and measures the motion of objects
- Determines that plants and animals have predictable life cycles
- Understands the earth is made of materials that have distinct properties and provides resources for human activities
- Develops an awareness of the scientific method by observing, communicating, or organizing, and comparing

## **Grade Level Standards for Third Grade**

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### **Language Arts**

#### **Word Analysis, Fluency and Systematic Vocabulary Development**

- Uses complex word families
- Decodes regular multi-syllable words
- Reads aloud fluently and accurately
- Uses knowledge of antonyms, synonyms, prefixes, and suffixes to determine the meaning of words

#### **Comprehension**

- Uses a variety of strategies such as answering questions, making predictions, and comparing information from different sources.
- Identifies main idea and supporting details
- Uses titles, table of content, chapter headings, glossaries, and indexes to locate information in text

#### **Literary Response and Analysis**

- Reads and responds to a wide variety of literature selections
- Identifies and describes story elements such as plot, setting, and characters
- Identifies common forms of literature
- Determines theme or author's message in fiction or nonfiction text

#### **Writing Strategies**

- Writes a multi-paragraph story using a variety of sentence situations
- Writes legibly in cursive or joined italic using correct spacing
- Understands use of various reference materials

#### **Writing Applications**

- Writes compositions that describe and explains familiar objects, events and experiences
- Develops a plot with well chosen details
- Writes letters, notes, and invitations using correct form

#### **Written and Oral English Language Convention**

- Writes and speaks with a command of standard English conventions as to sentence structure, grammar, punctuation, and spelling

#### **Listening and Speaking Strategies**

- Listens effectively and responds appropriately to oral communication
- Retells and explains what has been said by a speaker
- Logically sequences

#### **Ideas Around Major Points of Information**

- Compares ideas and points of view
- Differentiates between fact and opinion

## Speaking Application

- Gives descriptive oral presentation about familiar experiences or interests
- Reports on a topic with well chosen details that develop character, setting, and plot

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## Mathematics

### Number Sense and Operations

- Counts, reads, writes, orders, and compares numbers to 10,000
- Understands place value for each digit in numbers to 10,000
- Rounds numbers to 10,000 to the nearest ten, hundred, and thousand
- Adds and subtracts whole numbers 10 10,000
- Recalls basic addition and subtraction facts through 20 and multiplication facts through  $10 \times 10$
- Multiplies multi-digit numbers by 1 digit numbers
- Solves division problems (multi-digit number by one digit)
- Compares fractions
- Adds and subtracts simple fractions
- Understands the relationship between fractions and decimals
- Solves problems involving addition, subtraction, multiplication and division of numbers with decimals

### Patterns and Relationships

- Writes number sentences and solves problems using symbols such as  $<$ ,  $>$ ,  $+$ , and
- Builds and extends a number pattern based on a given rule

### Geometry, Spatial Sense, and Measurement

- Tells time to the nearest minute
- Identifies, labels, draws, classifies, and identifies attributes of two and three dimensional geometric shapes
- Understands the properties of solids
- Estimates and measures length, volume, and weight of objects
- Understands perimeter and area
- Makes measurement conversions (e.g., centimeters and meters)

### Making Sense of Data

- Interprets data from tables, graphs, and charts
- Understands probability of simple events

### Mathematical Reasoning

- Determines and explains strategies involved in solving problems

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## Technology/Tools

- Demonstrates understanding of basic computer functions
- Formats and edits text using a word processing application
- Presents information using a variety of digital media
- Gathers information using a variety of electronic resources

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## History/Social Science

- Describes the physical and cultural landscape of California
- Uses maps, globes, tables, graphs, charts, timelines, and photographs to organize information
- Compares the past with the changes of the present
- Recognizes the ways that the natural resources have been utilized to modify the environment
- Acquires knowledge of the local American Indian Cultures and their interaction with incoming settlers
- Understands the historical development of their community
- Understands the role of rules and laws in daily life and the basic structure of the United States government
- Students demonstrate basic economic reasoning skills
- Understands how local producers use natural, human and capital resources to produce goods and services
- Understands that some things are made locally, some elsewhere in the U.S. and some in other countries

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## Science/Health

- Understands that energy and matter have multiple forms and can be changed from one form to another
- Understands that light has a source and travels in a direction
- Understands that adaptations in a physical structure or behavior may improve an organism's chance for survival
- Understands that objects in the sky move in regular and predictable patterns
- Develops an awareness of the scientific method by observing, communicating, organizing, and comparing scientific data

# Grade Level Standards for Fourth Grade

## Language Arts

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### Word Analysis, Fluency and Systematic Vocabulary Development

- Reads aloud fluently and accurately
- Applies knowledge of word origins and root words to determine the meanings of words
- Uses a thesaurus to determine related words and concepts
- Understands words with multiple meanings

### Comprehension

- Students read and understand different types of literature
- Uses a variety of strategies such as answering questions, making predictions, and comparing information from several sources.
- Recognizes cause and effect relationships
- Differentiates between fact and opinion
- Follows multiple step directions in a basic technical manual

### Literary Response and Analysis

- Compares and contrasts tales from different cultures
- Describes differences of various literacy forms
- Identifies main events of the plot

### Writing Strategies

- Writes clear sentences and paragraphs that develop a central idea
- Uses the stages of the writing process (e.g., pre writing, drafting, revising, editing)
- Writes multi-paragraph compositions
- Writes legibly in curves or joined italic
- Uses various reference materials

### Writing Applications

- Writes compositions that describe and explain familiar objects, events and experience
- Writes informational multimedia reports
- Writes summaries that contain the main ideas of the reading selection and the most significant details

### Written and Oral English Language Conventions

- Writes and speaks with a command of standard English conventions appropriate to the grade level as to sentence structure, grammar, punctuation, and spelling

## Listening and speaking Strategies

- Listens effectively and responds appropriately to oral communication
- Summarizes major ideas presented in spoken messages
- Delivers a well organized oral presentation

## Speaking Application

- Gives descriptive oral presentation about familiar experiences or interests
- Delivers oral summaries of articles and books
- Recites brief poems or dramatic selections

## Mathematics

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### Number Sense

- Reads, writes, and orders whole numbers to millions
- Rounds whole numbers through the millions to the nearest ten
- Multiplies large numbers using a 2 digit multiplier
- Compare, orders, adds, and subtracts fractions
- Knows fraction/decimal equivalents
- Uses addition, subtraction, multiplication and division to solve problems with money
- Demonstrates mastery of division and multiplication facts
- Divides 4 digit numbers by a single digit divisor
- Uses mental math as a computation method

### Algebra and Function

- Uses and interprets formulas (i.e.,  $A = lw$ )
- Understands use of variable
- Interprets and evaluates mathematical equations that use parentheses and perimeter

### Measurement and Geometry

- Identifies, describes, draws, compares, classifies, and measures geometric shapes
- Measures the area of rectangular shapes
- Identifies lines that are parallel and perpendicular
- Identifies congruent and symmetrical figures
- Identifies right, obtuse and acute angles
- Defines different triangles and quadrilaterals

### Mathematical Reasoning

- Selects and applies problem solving strategies in a variety of settings
- Makes precise calculations and check correctness of the answer
- Uses estimation to check reasonableness of answers
- Determines the most efficient way of computation to gain the solution

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### Technology/Tools

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- Demonstrates understanding of basic computer operations
- Formats and edits text with appropriate commands using a word processing application
- Demonstrates basic keyboarding skills and be familiar with computer terminology (i.e., cursor, memory, disk drive, etc.)
- Presents information using a variety of digital media
- Gathers information using a variety of electronic resources

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### History/Social Science

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- Demonstrates an understanding of the physical and geographic features of California
- Uses longitude and latitude, equator, the prime meridian, hemisphere and the two poles
- Uses maps, charts, globes and pictures to describe California communities and their growth
- Understands the social, political cultural and economic life of all the societies in California's history
- Understands why and how people traveled to California; the routes
- Explains how California became an agricultural and industrial power
- Understands the influence of the Pony Express, Trans Continental Railroad and Western Union
- Explains how the gold rush transformed California economy
- Understands that immigration, internal migration, and settlement created towns and cities
- Explains the impact of important Californians on the nation's artistic and cultural development
- Understands the structures, functions, and powers of state and federal governments

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### Health/Science

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- Understands that electricity and magnetism are related effects that have many useful applications in every day life
- Understands that organisms need energy and matter to live and grow
- Understands that living organisms depend on one another and on their environment for survival
- Understands that the properties of rocks and minerals reflect the processes that formed them
- Understands that waves, wind, water, and ice shape and reshape the Earth's land surface
- Applies the scientific method by observing, communicating, organizing, and comparing scientific data

## Grade Level Standards for Fifth Grade

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### Language Arts

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#### Word Analysis, Fluency and Vocabulary Development

- Uses knowledge of word origins and word relationships to understand vocabulary
- Reads aloud fluently and accurately

#### Comprehension

- Reads and understands grade level appropriate material
- Describes essential ideas of the text
- Uses text features such as graphics, sequence, diagrams, charts, and maps to aid understanding
- Identifies main ideas and supporting details
- Draws inferences and conclusions about text
- Distinguishes fact from opinion

#### Literary Response and Analysis

- Identifies and describes story elements such as plot, setting, and characters
- Recognizes the meaning (theme) of a selection
- Describes the meaning of common literary devices (e.g., imagery, metaphor, symbolism)

#### Writing Strategies

- Writes clear and focused essays
- Creates multiple paragraph narrative compositions with a well developed plot
- Writes multiple paragraph reports that contain an introduction, supporting details, and conclusion
- Edits and revises writing samples

#### Writing Applications

- Composes a text of at least 500 to 700 words in a variety of literary styles
- Writes a narrative that establishes plot, point of view, setting, and character
- Writes responses to literature that demonstrate understanding
- Writes well organized research reports that develop the topic with supporting details
- Writes persuasive letters that state a clear point of view

#### Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions as to sentence structure, grammar, punctuation, and capitalization

## Listening and Speaking Strategies

- Delivers focused and clear presentations that relate to the interests of the audience
- Shows understanding of a speaker's message
- Gives oral presentations that support spoken ideas and engage the audience
- Analyzes and evaluates oral and media communications

## Speaking Applications

- Delivers well organized formal speeches to include narrative and informative presentations

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## Mathematics

### Number Sense and Operations

- Demonstrates number sense from thousandths to millions
- Understands decimal, percent, and common fraction equivalents
- Understands powers of positive integers
- Determines the prime factors of all numbers through 50
- Identifies and represent positive and negative integers, decimals, fractions, and mixed numbers on a number line
- Adds, subtracts, multiplies, divides, and rounds whole numbers, negative numbers, and decimals
- Adds, subtracts, multiplies, divides fractions and mixed numbers and express answers in simplest form

### Patterns and Relationships

- Uses information from a graph or equation to solve problems
- Uses a letter to represent an unknown number in simple algebraic expressions
- Identifies and graphs ordered pairs on a coordinate plane
- Solves algebraic problems and graphs the results

### Geometry, Spatial Sense, and Measurement

- Understands concepts of perimeter and area with triangles and quadrilaterals
- Uses appropriate tools and units to measure two and three dimensional objects
- Measures, identifies and draws plane and solid geometric figures

### Mathematical Reasoning

- Analyzes problems and explains decisions about how to approach problems

- Uses a variety of methods, strategies, skills, and concepts to find solutions
- Applies problem solving strategies in a variety of settings

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## Technology/Tools

- Demonstrates basic keyboarding skills
- Shows functional understanding of all basic computer operations
- Creates simple documents using the computer and its organizational features (i.e., password, entry, menu, thesaurus, spell-check)
- Formats and edits text with appropriate commands using a word processing application
- Designs and present/published information using a variety of digital media
- Gathers and present/publishes information using a variety of electronic resources

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## History/Social Science

- Acquires knowledge of the major Native American peoples in terms of their food, clothing, tools, shelter, customs, and folklore
- Traces the routes by the early leaders of sea explorations to the Americas
- Understands the cooperation and the conflict that existed between the Indians and the new settlers
- Understands the political, religious, social, and economics institutions of the colonial era
- Explains the causes of the American Revolution
- Understands the political, social, and economic consequences of the American Revolution
- Relates the sequence of events and the people connected to the development of the U.S. Constitution
- Traces the colonization, immigration, and settlement patterns of people from Europe
- Knows the location of the 50 states and capitals

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## Health/Science

- Understands that elements and their combinations account for all the varied types of matter in the world
- Understands that plants and animals have structures for respiration, digestion, waste disposal, and transport of materials
- Understands that water on Earth moves between the oceans and land through the processes of evaporation and condensation
- Understands that energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns

- Understands that waves, wind, water, and ice shape and reshape the Earth's land surface
- Applies the scientific method by observing, communicating, organizing, and comparing scientific data

## Grade Level Standards for Sixth Grade

### Language Arts

#### Word Analysis, Fluency and Systematic Vocabulary Development

- Uses knowledge of word origins and word relationships to understand vocabulary
- Reads aloud fluently and accurately with appropriate pacing, intonation, and expression
- Uses word, sentence, paragraph, and context clues to determine meaning

#### Reading Comprehension

- Reads and understands grade level appropriate material and describes essential ideas of the text
- Obtains information from newspapers, magazines, and on-line sources
- Analyzes text that compares and contrasts information
- Connects main ideas to related topics
- Creates outlines, notes, summaries, and reports
- Follows multistep directions for preparing applications

#### Literary Response and Analysis

- Reads and responds to historically and culturally diverse literature selections
- Identifies and describes forms of fiction
- Identifies and describe story elements such as plot, setting, and characters
- Understands how meaning is conceived in poetry
- Analyzes features of themes through characters, actions, and images
- Explains use of common literary devices such as symbolism, imagery, and metaphor
- Compares use of fact and fantasy in historical fiction

#### Writing Strategies

- Writes clear and focused essays
- Chooses form of writing that's most suitable to intended purpose
- Creates multi-paragraph reports that contain an introduction, supporting details, and conclusion
- Writing follows a well organized pattern
- Edits and revises writing samples

#### Writing Applications

- Composes a text of at least 500 to 700 words in a variety of literary styles
- Writes a narrative that establishes plot, point of view, setting, and character
- Writes an organized multi-paragraph composition that states a clear purpose and gives supportive details
- Writes research report with facts, details, and examples from multiple sources

#### Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions (as to sentence structure, grammar, punctuation, and capitalization)

#### Listening and Speaking Strategies

- Delivers focused and clear presentations that relate to the interests of the audience
- Shows understanding of a speaker's message
- Gives oral presentations that support spoken ideas and engage the audience
- Analyzes and evaluates oral and media communications

#### Speaking Applications

- Delivers well organized formal speeches to include narrative, informative, and persuasive presentations

### Mathematics

#### Number Sense and Operations

- Compares and orders positive and negative fractions, decimals, and mixed numbers
- Interprets and uses ratios
- Uses proportions to solve problems
- Calculates percentages of quantities
- Solves problems involving addition, subtraction, multiplication, and division of fractions and positive and negative numbers

#### Patterns and Relationships

- Writes and solves on step linear equations
- Applies algebraic order of operations and the commutative, associative, and distributive properties
- Use a scientific calculator to solve problems
- Converts from one unit of measurement to another
- Solves problems involving rates, average speed, distance, and time
- Expresses formulas for geometric forms in algebraic form (e.g.,  $A = 1/2bh$ )

## Geometry, Spatial Sense, and Measurement

- Uses the formulas for the circumference and area of a circle and volume of triangular prisms and cylinders
- Identifies properties of the angles of a triangle
- Solves problems involving an unknown angle
- Draws quadrilaterals and triangles given information

## Making Sense of Data

- Computes the range, mean median, and mode of data sets
- Compares and analyzes data samples of a population
- Represents all possible outcomes for compound events in an organized way
- Uses data to estimate the probability for future events
- Represents probabilities as ratios, proportions, decimals, and percents

## Mathematical Reasoning

- Analyzes, explains and justifies decisions for solving problems
- Uses estimation to verify the reasonableness of calculated results
- Uses a variety of methods and models to explain mathematical reasoning
- Develops generalizations of the results obtained and the strategies used and extends them to new problem situations

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## Technology/Tools

- Demonstrates basic keyboarding skills
- Shows functional understanding of all basic computer operations
- Creates simple documents using the computer and its organizational features (i.e., password, entry, menu, thesaurus, spell-check)
- Formats and edits text with appropriate commands using a word processing application
- Designs and present/publishes information using a variety of digital media
- Gathers and present/publishes information using a variety of electronic resources

- Uses organizational features of electronic text (i.e., bulletin boards, keyword search, e-mail addresses) to locate information
- Composes documents with appropriate formatting by using word processing skills and design principles (i.e., margin, tabs, spacing, and page orientation)

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## History/Social Science

- Understands what is known by the archeological studies of early man's development
- Analyzes the geographic, political, social, and religious structures of: Mesopotamia, Egypt, Kush, Ancient Greece, India, China and Roman Empire

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## Health/Science

- Understands that plate tectonics explains important features of the Earth's surface and major geologic events
- Understands that topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment
- Understands that heat moves in a predictable flow from warmer objects to cooler objects until all objects are at the same temperature
- Understands that many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents
- Understands that organisms in ecosystems exchange energy and nutrients among themselves and with the environment
- Understands that sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation
- Applies the scientific method by observing, communicating, organizing, and comparing scientific data

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**\*In the next two years, all California schools will migrate to the Common Core State Standards. The following link contains a preview of these standards: <http://www.corestandards.org/>**

# Appendix B

## Progress Report Card Guide

The purpose of the Saugus Union School District Progress Report Card is to provide parents and teachers with the necessary information and background for a meaningful interpretation of the evaluation of a student's progress in school. It is designed to reflect the student's current performance in academic areas, as well as personal development in effort, work/study habits, and citizenship. There are three reporting periods: November, March and June.

Our district views the Progress Report Card as a tool for communication between parents, students and school personnel. In addition, home/school communication and parent conferences are an integral part of the process.

There are three different Progress Report Cards for students. Kindergarten (K) and Primary Progress Report Cards (Grades 1, 2, 3) will reflect student effort and academic achievement in all areas, while the Upper Progress (Grades 4, 5, 6) uses a system of letter grades for achievement and effort. This grading system is used in both regular and modified programs.

### Progress Report Cards: Transitional Kindergarten and Kindergarten

#### Instructional Level

Instructional level denotes the current level of curriculum the student is receiving in the academic areas. An asterisk (\*) indicates a student is working above or below the current grade level. The *Comments* section of the progress report provides further information.

#### Quality of Work (Performance Levels)

There are three performance levels: *Requires Additional Support*, *Works Within Grade Level Standards* and *Demonstrates Strength*. These reflect the student's progress towards district standards. As the curriculum progresses throughout the year a student's performance levels may change.

*Requires Additional Support* indicates any or all of the following for the current reporting period:

- Work below grade level standards
- Modified instructional program
- Frequent one-on-one assistance
- Consistent review and practice of skills
- School or district-based support services

*Works Within Grade Level Standards* indicates consistent work and progress toward district standards for the current reporting period.

*Demonstrates Strength* indicates a student has mastered skills beyond grade level expectations for the current reporting period.

#### Effort Grades

Academic effort results in achievement as demonstrated by a willingness to spend sufficient time to acquire, practice and apply skills. Effort grades in the *Work and Study Habits* and *Citizenship* sections of the Progress Report Card reflect behavior in and outside the classroom.

Student: _____		1st			2nd			3rd			Reporting Period								
EFFORT GRADES		1st			2nd			3rd			1st			2nd			3rd		
<b>WORK AND STUDY HABITS</b>		1st			2nd			3rd			1st			2nd			3rd		
1 - Diligent																			
2 - Satisfactory																			
3 - Needs Improvement																			
4 - Quality of Work																			
<b>LANGUAGE ARTS</b>		1st			2nd			3rd			1st			2nd			3rd		
READING																			
Phonics																			
Sight Vocabulary																			
Comprehension																			
WRITTEN LANGUAGE																			
Composition Ideas																			
Penmanship																			
ORAL LANGUAGE																			
Listening																			
Speaking																			
MATHEMATICS																			
Computation																			
Problem Solving/Estimation																			
Mathematical Communication																			
TECHNOLOGY TOOLS																			
PHYSICAL EDUCATION																			
Large Motor Skills																			
Small Motor Skills																			
SCIENCE/SOC. SCIENCE																			
SCIENCE/HEALTH																			
MUSIC																			
ART																			
Additional Services:																			
COMMENTS:																			
Additional Services:																			
Teacher: _____																			
Admin: _____																			
ASSIGNED TO: _____																			



### Academic Effort Grades

- O Outstanding** is given to students who:
  - consistently demonstrate maximum effort and achievement.
- G Good** is given to students who:
  - demonstrate above average effort and achievement.
- S Satisfactory** is given to students who:
  - demonstrate sufficient effort and achievement.
- N Needs to Improve** is given to students who:
  - demonstrate minimal effort and achievement.

### Work/Study Habits/Citizenship Effort Grades

- O Outstanding** is given to students who:
  - demonstrate exceptional behavior in and outside the classroom.
- G Good** is given to students who:
  - demonstrate above average behavior in and outside the classroom.
- S Satisfactory** is given to students who:
  - demonstrate appropriate behavior in and outside the classroom.
- N Needs to Improve** is given to students who:
  - need direction to behave appropriately in and outside the classroom.

## Progress Report Cards: Primary Grades 1, 2, and 3

### Instructional Levels

The instructional level shows the current grade level of curriculum the student is receiving. An asterisk (\*) indicates a student is working above or below the current grade level as explained in the *Comments* section of the progress report.

### Quality of Work (Performance Levels)

There are three quality of work performance levels: *Requires Additional Support*, *Works Within Grade Level Standards* and *Demonstrates Strength*. These reflect the student's progress towards district standards. As the curriculum progresses throughout the year a student's performance levels may change.

*Requires Additional Support* indicates any or all of the following for the current reporting period:

- Work below grade level standards
- Frequent one-on-one assistance
- Modified instructional program
- Consistent review and practice of skills

- School or district-based support services

*Works Within Grade Level Standards* indicates consistent work and progress toward district standards for the current reporting period.

*Demonstrates Strength* indicates a student has mastered skills beyond grade level expectations for the current reporting period.

### Effort Grades

Academic effort results in achievement as demonstrated by a willingness to spend sufficient time to acquire, practice and apply skills. Effort grades in the *Work and Study Habits* and *Citizenship* sections of the Progress Report Card reflect behavior in and outside the classroom.

The form is a 'PRIMARY PROGRESS REPORT CARD (GRADES 1, 2, 3)' from SAULGUS UNION SCHOOL DISTRICT. It includes fields for Student and School information, a Reporting Period, and a grid for tracking performance in various subjects. The grid columns are labeled '1st', '2nd', and '3rd' for each subject. A 'POLICY STATEMENT' section explains that the Board of Education authorizes retention of students based on their actual achievement. A 'COMMENTS' section is provided at the bottom for additional notes.

### ACADEMIC EFFORT GRADES

- O Outstanding** is given to students who:
  - consistently demonstrate maximum effort and achievement.
- G Good** is given to students who:
  - demonstrate above average effort and achievement.
- S Satisfactory** is given to students who:
  - demonstrate sufficient effort and achievement.
- N Needs to Improve** is given to students who:
  - demonstrate minimal effort and achievement.
- U Unsatisfactory** is given to students who:
  - rarely or never demonstrate effort and achievement.

**WORK/STUDY/HABITS/CITIZENSHIP EFFORT GRADES**

- O Outstanding** is given to students who:
  - demonstrate exceptional behavior in and outside the classroom.
- G Good** is given to students who:
  - demonstrate above average behavior in and outside the classroom.
- S Satisfactory** is given to students who:
  - demonstrate appropriate behavior in and outside the classroom.
- N Needs to Improve** is given to students who:
  - need direction to behave appropriately in and outside the classroom.
- U Unsatisfactory** is given to students who:
  - demonstrate inappropriate behavior or need frequent direction to behave appropriately in and outside the classroom.

## Progress Report Cards: Upper Grades 4, 5, 6

Instructional Levels

The instructional level shows the current grade level of curriculum the student is receiving. An asterisk (\*) indicates a student is working above or below the current grade level as explained in the *Comments* section of the progress report.

Area of Strength / Area of Concern (Performance Levels)

Students receive a grade for *Achievement and Effort* in each major curricular area. Evaluation in curricular sub-categories is indicated with a “+,” a “√,” or a blank box.

*Area of Strength (+)* indicates a student has mastered skills beyond grade level expectations for the current reporting period.

*Area of Concern (√)* indicates any or all of the following for the current reporting period.

- Work below grade level standards
- Modified instructional program
- Frequent one-on-one assistance
- Consistent review and practice of skills
- School or district-based support services

A *blank box* indicates consistent work and progress toward grade level standards for the current reporting period.

**ACHIEVEMENT LETTER GRADES**

- A** is given to students who:
  - consistently demonstrate exceptional quality work in relation to district curricular standards.
  - consistently apply learned concepts and skills to appropriate content areas.
  - consistently achieve in the 90 -100% range.
  - consistently exceed standard on rubric scored assignments
- B** is given to students who:
  - demonstrate above average quality of work in relation to district curricular standards.
  - usually apply learned concepts and skills to appropriate content areas.
  - usually achieve in the 80 – 89% range.
  - usually exceed standard on rubric scored assignments
- C** is given to students who:
  - demonstrate required quality of work to meet district curricular standards.
  - show a sufficient understanding of concepts and skills taught.
  - achieve in the 70 – 79% range.
  - achieve standard on rubric scored assignments
- N** is given to students who:
  - have not met district curricular standards.
  - demonstrate a limited understanding of concepts and skills taught.
  - achieve at the level of 69% or below.
  - achieve below standard on rubric scored assignments

## **EFFORT LETTER GRADES**

- O** Outstanding is given to students who:
- consistently demonstrate maximum effort.
  - demonstrate exceptional behavior in and outside the classroom.
- S** Satisfactory is given to students who:
- demonstrate sufficient effort.
  - demonstrate appropriate behavior in and outside the classroom.
- N** Needs to Improve is given to students who:
- demonstrate minimal effort.
  - need direction to behave appropriately in and outside the classroom.
- U** Unsatisfactory is given to students who:
- rarely or never demonstrate effort.
  - demonstrate inappropriate behavior or need frequent direction to behave appropriately in and outside the classroom.

## **LANGUAGE ARTS**

### ***Reading***

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#### **Word Attack Skills**

- K** **Phonics** – Student demonstrates knowledge of letter/sound relationships
- Sight Vocabulary** – Student demonstrates knowledge of appropriate sight words.
- 1–6** The student identifies individual words by using phonetic, grammatical and contextual clues.

#### **Comprehension**

- K–6** The student derives meaning from the printed word. The student is able to express understanding in both written and oral work. Kindergarten emphasis is on oral understanding.

### ***Written Language***

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#### **Mechanics**

- 1–6** The student applies language conventions such as punctuation, capitalization, usage, tense and form.

#### **Expresses Ideas**

- K–6** The student communicates effectively, expressing thoughts clearly in a well-developed, organized manner. The student uses vivid, precise vocabulary to support the topic.

#### **Spelling Application**

- 1–6** The student applies phonetic elements, patterning and memorization on spelling tasks and written work in all areas on a consistent basis.

## **Penmanship**

- K–6** The student demonstrates grade level standards through correct letter style and formation, appropriate size, proper spacing, careful planning and neatness.

### ***Oral Language***

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#### **Listening**

- K–6** The student uses critical listening skills such as appropriate body language, response and eye contact to demonstrate interest and understanding.

#### **Speaking**

- K–6** The student orally expresses information, ideas and opinions effectively.

## **MATHEMATICS**

### **Computation**

- K** The student demonstrates knowledge of characteristics of numbers, such as counting, numeral recognition and patterning.
- 1–6** The student computes mathematical operations with ease and accuracy (+, −, ×, ÷)

### **Problem Solving**

- K–6** The student uses and processes relevant information using varied strategies and methods to solve problems.

### **Mathematical Communication**

- K–6** The student communicates mathematical reasoning and strategies effectively and clearly to various audiences using diverse means and appropriate mathematical vocabulary.

## **TECHNOLOGY/TOOLS**

- K–6** The student interacts appropriately with technological tools such as manipulatives, calculators, rulers, protractors, computers, compasses, etc., to explore, strengthen and extend curricular concepts.

## **HISTORY/SOCIAL SCIENCE**

- K–6** The student demonstrates an understanding of history, culture, geography, economics, sociology and political science. The student develops an understanding of our nation's identity, constitutional heritage, civic values and the rights and responsibilities of citizens in a pluralistic society.

## **SCIENCE/HEALTH**

- K-6** The student utilizes the scientific process in studying earth, physical and life sciences. The student demonstrates skills that promote a healthy lifestyle.

## **PHYSICALEDUCATION**

- K Large Motor Skills** — The student demonstrates appropriate development in large movement patterns, i.e., walking, jumping, running, throwing, etc.
- Small Motor Skills** — The student demonstrates appropriate development in small movement patterns, i.e. coloring, printing, cutting, etc.
- 1-6** The student actively participates, follows directions, cooperates and demonstrates positive sportsmanship when interacting with peers. The student demonstrates skills appropriate to grade level.

## **MUSIC**

- K-6** The student demonstrates an understanding of musical concepts and skills and develops an appreciation of cultural diversity and traditions through class participation and school/community performances.

## **ART**

- K-6** The student explores a variety of art techniques and mediums, developing an appreciation of the visual and performing arts through directed lessons, literature and study of world cultures.

## **WORK/STUDY HABITS**

### *Listens and Follows Instructions*

- K-6** The student is attentive when directions and instructions are given. Attentive listening enables the student to follow directions given by all school personnel.

### *Stays on Task*

- K-3** The student stays on task and focuses attention on assigned work that is to be completed independently, cooperatively and in large or small groups. The student initiates productive free-time activities designated by the teacher.

### *Works Independently*

- 4-6** The student works independently and completes assignments with a minimal amount of teacher

supervision. Ease of transition is shown from one task to another. The student initiates productive additional activities as designated by the teacher.

### *Completes Work Accurately*

- K-6** The student consistently completes work accurately in a curricular areas.

### *Completes Class Work on Time*

- K-6** The student completes class assignments within the time allotted by the teacher.

### *Completes Homework on Time*

- K-6** The student accurately and neatly completes and returns homework assignments within the time allotted by the teacher.

### *Uses Organizational Skills*

- 4-6** The student demonstrates an orderly arrangement of materials, is aware of time constraints, and utilizes appropriate grade level resources.

### *Uses Materials Correctly*

- K-3** The student's work demonstrates appropriate use of instructional materials such as pencils, scissors, glue and crayons.

### *Completes Work Neatly*

- K-6** The student's work reflects careful planning, follows the recommended format, is legible and has an overall neat appearance and demonstrates overall neatness in all activities.

### *Participates In / Contributes to Classroom/Small Group Activities*

- K-6** The student actively engages in classroom discussions and activities in an appropriate manner working well in large, small and cooperative groups.

## **CITIZENSHIP**

The following descriptors apply to all student activities or school functions that occur before, during, and after school.

### *Exercises Self Control*

- K-6** The student exercises control with words and actions in and outside the classroom.

### *Respects Authority*

- K-6** The student listens, follows directions and suggestions and responds appropriately to all school personnel.

### *Respects Others' Rights and Property*

**K-6** The student is sensitive to the needs and feelings of others and is able to distinguish between personal property and that of others.

***Observes Rules***

**K-6** The student follows school and classroom guidelines using common sense, consideration and courtesy. The student comes to school prepared to learn, free of non-school related items and is appropriately dressed for school and physical education. The student uses appropriate language recognized as acceptable in the school setting.

***Cooperates with Others***

**K-6** The student interacts appropriately with peers and school personnel when participating in large and small group activities. The student works

toward the benefit of the whole group, acknowledging and accepting the rights and opinions of others.

***Accepts Responsibility***

**K-6** The responsible student acts in an acceptable manner in and outside the classroom. Students accept responsibility for their actions and adhere to consequences deemed appropriate for behavior.

**ADDITIONAL SERVICES**

Additional services, indicated at the bottom of the report card, are provided for students who have met district, state, or federal criteria. Students receiving Special education services are provided a modified and/or supplemental report card indicating progress toward goals and objectives.

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# Appendix C

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## *Saugus Union School District* Junior Toastmasters Guidelines

### THE INTRODUCTION

The Toastmasters program provides opportunities for students to learn to:

- Determine the purpose of a speech
- Apply research skills learned in the classroom
- Use thinking and organizational skills
- Understand the importance of the audience
- Effectively use delivery in eye contact, diction, and voice control
- Understand importance of timing and practice to polish a presentation
- Use poise and confidence in speaking to an audience

This brochure is provided for parents to give information on supporting their children in the basics for writing and delivering a successful speech.

### INFORMATIVE SPEECHES

#### 3<sup>RD</sup> & 4<sup>TH</sup> Grade

The ability to tell information via the spoken word is helpful for a better understanding of a topic or area of interest. To tell interesting facts in an interesting manner provides the audience with information they may not have known before. Some of the reasons for giving informative speeches are to:

1. Clarify facts or information
2. Explain what something means
3. Demonstrate how a process works
4. Explain how an event took place
5. Show how something is used

### PERSUASIVE SPEECHES

#### 5<sup>TH</sup> & 6<sup>TH</sup> Grade

The ability to persuade via the spoken word is powerful. To sway strongly held beliefs, a persuasive speech will need evidence in the form of facts, statements and or quotes by noted experts or authorities in the field. Include examples, illustrations, or statistics, for each supporting idea. The majority of persuasive speeches are meant to stimulate attitudes of listeners.

Some of the most important tools to use in a persuasive speech are:

1. Strong use of facts and evidence as to why the audience should change its belief

2. Testimony and the opinions, views, and statements of known authorities
3. Clear and specific examples
4. Comparisons
5. Counter arguments
6. A call to action

### SELECTING A TOPIC

Selecting the right topic is important to a good speech. Your selected topic should be of interest to you, easily researched and in alignment with grade level standards. The following questions may help you to define your topic and ensure a high quality speech:

What are my areas of interest?

Why am I giving this speech?

Is the topic interesting to me?

Is the topic easily researched?

Is the topic aligned to grade-level standards?

Will my audience find it interesting?

Will I share information of interest to others?

Will I tell my classmates how to do something?

Will I persuade my audience regarding an issue or belief?

### Getting Approval for a Topic

Students will discuss possible topics in the classroom. Teachers will send a letter to inform parents about the Toastmaster program, and secure their input and support. Parents should sign and return the letter to the teacher.

### PREPARING A SPEECH

After the topic is selected, it is time to gather details. The student may begin by writing down their own thoughts on the topic along with any personal experiences related to the topic. Friends and family members may be asked for their feelings or memories about the topic and those details used to help write the speech. If factual details are needed, use library resource materials. Other sources for speech subjects may include: newspapers, magazines, radio and television, internet, remarks by and conversations with others,

books, personal experiences, and other speeches that have been heard or read.



## WRITING A SPEECH

Speeches are made up of three parts:

Part 1 – tell the audience what you’re going to tell them

Part 2 – tell them

Part 3 – tell them what you told them

### Part 1: INTRODUCTION / THESIS

A speech should begin with an **introduction** that captures the interest of the audience. It may be two or three sentences. The speaker needs to demonstrate his/her interest in the topic.

The **thesis** tells the audience exactly what the speech is about. It should be brief, definite, clear, and contain a single idea.

### Part 2: BODY OF THE SPEECH

The body of a speech should be divided into logical main points or divisions. The divisions may be based on the following:

- Chronology
- Degree of Importance
- Space
- Logical Development

Each of these main points should then be developed into sub-divisions using evidence of all kinds: facts, quotations, statistics, stories, examples, and illustrations.

### Part 3: CONCLUSION

The conclusion should refer back to the introduction, restate the thesis, and summarize in a clear manner.

### Visual Aids

If a visual aid is included in the speech, it should be something that adds to the presentation and relates to the topic. Toastmaster speeches are a form of verbal/speaking communication. **PowerPoint presentations are not permitted.** The visual aid should be incorporated into the body of the speech. Examples: props, pictures large enough to be seen by the audience, charts, or graphs. Props or visual aids should be essential to the speech, otherwise they just distract from the content. Remember the intent of a Toastmaster speech is to communicate verbally.

### Delivery

It is important to practice giving the speech (out loud) often. An audience of family or friends can listen and offer suggestions. This will help students get used to “public speaking”. Practice until the speaker feels comfortable and knows their speech.

A good speaker memorizes, at the very least, the introduction and the conclusion.

Use a mirror and/or video recorder, if available, to practice and to review for loudness, eye contact, and posture.

If practiced often and well, giving the actual speech should be easy. It is natural to feel a little nervous, but soon the speaker will relax and enjoy sharing their “story” with the audience.

### General Delivery Tips

- Determine the equipment that best suits your speech (*podium, standing or hand held microphone*).
- Approach the stage with confidence.
- Speak loudly and clearly.
- Look at your audience as you speak.
- Memorize the introduction and conclusion.
- Show emotion for your topic from start to finish. Use natural expression.
- Take your time and let your voice add color and interest to your topic.
- Use pauses. Let the audience think about what you’ve said.
- Determine how you will use your hands. Gestures are important for adding emphasis in your speech.
- Have your speech written/typed on one or two sheets of paper. Flipping cards distracts from your speech.
- Glance at your notes only once in a while.
- Color-code your notes to make it easier to find your place.
- Keep both feet firmly on the floor. Don’t slouch or sway.
- Use only essential props or visual aids.
- Insure any visual aids can be seen from a distance.
- Make the audience believe that you really love to talk about this topic.
- Relax and give it your best effort.
- If unexpected noise occurs, (bell, etc.) wait until it stops to proceed.

## JUDGING CRITERIA

### CONTENT (50%)

**Speech Development** is the way the speaker puts ideas together so the audience can understand them. The speech is structured around a purpose, which must include an opening, body, and conclusion. A good speech immediately engages the audience's attention and then moves forward toward a significant conclusion. This development of the speech structure is supported by relevant examples and illustrations, facts and figures.

**Effectiveness** is measured in part by the audience's reception of the speech, but a large part is the subjective judgment of how the speech comes across.

**Originality/Speech Value** is the speaker's unique perspective. The speaker should display creativity or even an element of surprise.

### DELIVERY (30%)

**Physical Presentation** of a speech carries part of the responsibility for effective communication. The speaker's appearance should reinforce the speech, whether profound, sad, humorous or instructional. Body language should support points through natural gestures, expressions, and body positioning.

**Manner** is the indirect revelation of the speaker's real self as the speech is delivered. The speaker should speak with enthusiasm and assurance, showing interest in the audience and confidence in their reactions.

**Voice** is the sound that carries the message. It should be flexible, moving from one pitch level to another for emphasis, and should have a variety of rate and volume. A good voice can be clearly heard and the words easily understood.

### LANGUAGE (20%)

**Appropriateness** of language refers to the choice of words that relate to the purpose of the speech and to the particular audience hearing the speech. Language should promote clear understanding of thoughts and should fit the occasion precisely.

**Correctness** of language insures that attention will be directed toward what the speaker says, not how it is said. Proper use of grammar and correct pronunciation will show that the speaker is the master of the words being used.

#### Suggested Topics For INFORMATIVE SPEECHES

Famous Person in American History  
Famous Person in Santa Clarita History  
Famous Places  
Unique Careers  
Pets / Animals

The History of Airplanes (*Clothing, Computers, etc.*)

Uniqueness of the Platypus (*or other animal*)

A New Invention

An Invention that Makes Life Easier / Harder

How To Overcome Your Fear of Heights (*Water, Dogs, etc.*)

What Is It Like To Be An Animal or Plant

Becoming an Outstanding Athlete (*Mathematician, Scientist etc.*)

Disasters

New Technologies Developed

Heroes in Modern Times

Where Do You See Yourself in 20 Years

Valuable Things That Are Not Bought in Stores

What Makes a Good Friend

Explain Environmental Problems and What Can Be Done

Exercise as Part of Our Daily Routine

Healthy Choices

How to: Make Something / Do Something

#### Suggested Topics For PERSUASIVE SPEECHES

E-Mail or Cell Phone: Convenience/ Annoyance or Necessary

It's Great to be: Tall / Short / Red-headed/ Non-athletic, etc.

California (*or other state*) Is better Than All Kids Should Volunteer

Family Time Together is Important

Children Should / Shouldn't get an Allowance for Chores

Alternative Energy Sources are Necessary

Convince Parents to Get You a Cell Phone

Should You Buy Locally

Importance of Effort

Convince Audience to "Go Green"

Courtesy: Always Important or an Old-fashioned Value

Best Superpower

Home building in SCV

All Kids Should Have a Pet

Managing Money Is Important

Everyone Should Visit a Museum

Best Invention of All Time

More Fun to be a Child Than Adult (*agree or disagree*)

Only Child or have Brothers and Sisters

Propose a New National Holiday

Ordinary People are Heroes



Pets / Animals

The History of Airplanes (*Clothing, Computers, etc.*)

Uniqueness of the Platypus (*or other animal*)

A New Invention

An Invention that Makes Life Easier / Harder

How To Overcome Your Fear of Heights (*Water, Dogs, etc.*)

What Is It Like To Be An Animal or Plant

Becoming an Outstanding Athlete (*Mathematician, Scientist etc.*)

Disasters

New Technologies Developed

Heroes in Modern Times

Where Do You See Yourself in 20 Years

Valuable Things That Are Not Bought in Stores

What Makes a Good Friend

Explain Environmental Problems and What Can Be Done

Exercise as Part of Our Daily Routine

Healthy Choices

How to: Make Something / Do Something

### **Suggested Topics For PERSUASIVE SPEECHES**

E-Mail or Cell Phone: Convenience/ Annoyance or Necessary

It's Great to be: Tall / Short / Red-headed/ Non-athletic, etc.

California (*or other state*) Is better Than All

Kids Should Volunteer

Family Time Together is Important

Children Should / Shouldn't get an Allowance for Chores

Alternative Energy Sources are Necessary

Convince Parents to Get You a Cell Phone

Should You Buy Locally

Importance of Effort

Convince Audience to "Go Green"

Courtesy: Always Important or an Old-fashioned Value

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Home building in SCV

All Kids Should Have a Pet

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Everyone Should Visit a Museum

Best Invention of All Time

More Fun to be a Child Than Adult (*agree or disagree*)

Only Child or have Brothers and Sisters

Propose a New National Holiday

Ordinary People are Heroes



# Saugus Union School District

Dr. Joan M. Lucid, Superintendent  
24930 Avenue Stanford, Santa Clarita, CA 91355  
District Phone 294-5300 / Fax 294-3111  
[www.saugusud.org](http://www.saugusud.org)

**Assistant Superintendents:**  
Mrs. Cynthia Shieh, Business Services  
Mr. Chad Hammitt, Personnel  
Dr. Christine Hamlin, Curriculum & Instruction

**Program Directors:**

Joyce Johnston, Student Support Services  
Eric Hart, Fiscal Services  
Barbara Boliver, Maint. & Operations  
Keith Karzin, Risk Management  
Jim Klein, Information Services  
Dr. Donna Smith, Catagorical Program  
Dr. Michelle Morse, Child Development Programs

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**Bridgeport School** 23670 Newhall Ranch Rd, Valencia, CA 91355  
Phone 294-5375 / Fax 286-1598 / Child Development Program 294-5376

Susan Bender, *Principal*  
Sandy Brunet, *Asst. Principal*

**Cedarcreek School** 27792 Camp Plenty Rd, Canyon Country, CA 91351  
Phone 294-5310 / Fax 298-3255 / Child Development Program 294-5311

Dr. Jennifer Stevenson, *Principal*

**Emblem School** 22635 Espuella Drive, Saugus, CA 91350  
Phone 294-5320 / Fax 296-3265 / Child Development Program 294-5321

Jon Baker, *Principal*

**James Foster School** 22500 Pamplico Dr, Saugus, CA 91350  
Phone 294-5355 / Fax 297-8844 / Child Development Program 294-5356

Dr. Deborah Bohn, *Principal*

**Charles Helmers School** 27300 Grandview Dr, Valencia, CA 91354  
Phone 294-5345 / Fax 286-4391 / Child Development Program 294-5346

Diane Miscione, *Principal*  
Katherine Hurley, *Asst. Principal*

**Highlands School** 27332 Catala Ave, Saugus, CA 91350  
Phone 294-5320 / Fax 297-8632 / Child Development Program 294-5321

Paul Martinsen, *Principal*

**Mountainview School** 22201 W. Cypress Pl, Saugus, CA 91350  
Phone 294-5325 / Fax 297-8637 / Child Development Program 294-5326

Katie Demsher, *Principal*  
Susan Bett, *Asst. Principal*

**North Park School** 23335 W. Sunset Hills Dr, Valencia, CA 91354  
Phone 294-5370 / Fax 297-1480 / Child Development Program 294-5371

Pete Bland, *Principal*  
Kathy Stendel, *Asst. Principal*

**Plum Canyon School** 28360 N. Alfred Way, Saugus, CA 91350  
Phone 294-5365 / Fax 297-8625 / Child Development Program 294-5366

Mary Jane Kelly, *Principal*

**Rio Vista School** 20417 Cedarcreek St, Canyon Country, CA 91351  
Phone 294-5330 / Fax 251-7466 / Child Development Program 294-5331

Gina Nolte, *Principal*  
Mary Mann, *Asst. Principal*

**Rosedell School** 27853 Urbandale Ave, Saugus, CA 91350  
Phone 294-5335 / Fax 296-8619 / Child Development Program 294-5336

Jeff Pettipas, *Principal*  
Karen Harvey, *Asst. Principal*

**Santa Clarita School** 27177 Seco Canyon Rd, Saugus, CA 91350  
Phone 294-5340 / Fax 297-8631 / Child Development Program 294-5341

Dianne Saunders, *Principal*

**Skyblue Mesa School** 28040 Hardesty St, Canyon Country, CA 91351  
Phone 294-5350 / Fax 298-3256 / Child Development Program 294-5351

Julie Bogosian, *Principal*

**Tesoro del Valle School** 29171 N. Bernardo Way, Valencia, CA 91354  
Phone 294-5380 / Fax 294-1461 / Child Development Program 294-5381

Isa DeArmas, *Principal*

**West Creek Academy** 28767 N. West Hills Dr., Santa Clarita, CA 91354  
Phone 294-5385 / Fax 294-1932 / Child Development Program 294-5386

Cory Pak, *Principal*