



Harmony & Salmon Creek School

Family Handbook 2024-2025

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■ABOUT HARMONY

OUR HISTORY

Harmony Union School District covers a large expanse of southwestern Sonoma County. Extending in the east from the outskirts of Sebastopol, west to the town of Bodega, at the south along Bodega Hwy and North to the hills descending to the Russian river valley.

This area was serviced at the turn of the 20th century by multiple rural schoolhouses and separate districts. In the middle of the 20th century, these small districts consolidated into one district, Harmony, reflecting the dreams of the families in the region to share their resources and labors in the common effort of providing quality education for their children. Many generations have since been served, through a dynamic history of changing economics, demographics, and educational development.

The district originally built and occupied a K-8 school in downtown Occidental. In the early 1990's the district built a new middle school site adjacent to Salmon Creek 2 miles south in the Freestone Valley and the 6th through 8th grade were moved. The 50+ acre site included 2nd growth redwood forest upslope and pasture on the flatland as it approached the creek to the west. In 2005, due to declining enrollment, it was determined to move grades K-5 to the Salmon Creek site, returning the program to a single site. The Occidental campus was sold and redeveloped into the Occidental Art Center and housing.

When the lower grades program was brought to join Salmon Creek Middle School, the district chose to reconfigure grade spans and launch Salmon Creek Charter for grades 2 through 8. Grades TK to 1 remained as Harmony Elementary, due a nuance of charter law. Though the school operated with two names, it was one school, one staff, and one community. Over the past 2 decades since reunification, Harmony Elementary and Salmon Creek have pursued a Place Based Learning pedagogy which emphasizes ecological systems awareness, natural history, land stewardship, and agroecology.



Coleman Valley School, c.1960



Freestone School, c. 1960



Occidental School, c.1965



Salmon Creek School, c.1995



OUR MISSION

The Mission of the Harmony Union School District is to provide for the academic, social, and emotional growth of children in a challenging, creative, and safe environment. Harmony Union School District will empower students to become life-long learners, able to make informed decisions, become productive citizens, and responsible stewards of the environment.

OUR GOALS

- Our students will nurture respect for themselves and others, the community, and the environment and its inhabitants.
- Students will practice integrity, responsibility and accountability.
- Students will cultivate a growth mindset, appreciating the opportunity presented by challenging tasks and demonstrating dogged resiliency in the face of struggle.
- Students will explore their world with curiosity, critical thinking, adept problem solving, and creativity.
- Our students will embody compassion and tolerance.
- Students will make meaningful connections between their education and their environment.
- Our students will nourish their health and well being.
- Our students will know the Faculty and Staff practice these same values themselves as educational professionals and caring people.

OUR COMMITMENT

Our staff will approach each child understanding their individual uniqueness; in their personal experience, in their skills and knowledge base, in their unfolding potential and abilities, in their, learning styles and interests, and their cultural and contextual heritage. of each of our students and utilize hands-on activities and technology through integrated instruction.

As the foundation of the school curriculum, place-based learning will enable our students to become effective stewards of their environment. In this process students will become critical and creative thinkers, effective communicators, and problem solvers.

Students will develop the skills necessary to live a healthy lifestyle through comprehensive counseling, school garden, health and Physical Education programs.

Our schools will encourage and support parents in being active partners within the school community and to provide a supportive learning environment at home.

■PLACE BASED LEARNING

VISION

Students graduating from the Harmony Union School District (HUSD) have a deep understanding of their home. As they progress through the grades, students learn about our region's diverse ecosystems and its rich cultural history. Global principles emerge from learning grounded in place. Place-based education uses the local community and environment as a starting point for learning across the curriculum. Because of our school's unique setting, with its acres of redwood forest, creek and grasslands, place-based education is primarily focused on environmental education, but also incorporates history and extends to the community.

Students learn in the context of an integrated curriculum, which is hands-on and relevant. Learning is active and experiential – a vibrant garden program, a campus rich in experiential learning opportunities, classroom connections and the best possible curriculum materials support these goals. Guest speakers, service learning and field trips round out the curriculum. In addition, our students acquire and use skills such as scientific methodology, monitoring techniques, organic gardening, land management and restoration practices.

Embedded in place-based learning at HUSD are our green school values. From site development, energy usage, construction materials, forest management, and sustainability guide all of our decisions from the Board level down. These are transparent to our students, who are integral to the creation and management of these processes and systems. Older students learn by doing the actual work of managing these systems, evaluating their success, and innovating solutions as problems arise.

The school has put many systems in place to support these PBL goals. A Place Based Learning Committee continually generates new PBL goals and evaluates progress. A part-time Place Based Learning Coordinator assists with planning and execution of lessons, activities and programs. A comprehensive Stewardship Plan also guides our process. There is a strong District commitment to the Garden Program, the Garden to Cafeteria Program, and local sourcing of food in the cafeteria. Sustainability guidelines have been adapted to inform development and public bonds, and the District has invested heavily in solar energy, stormwater management, forest management, and water conservation.

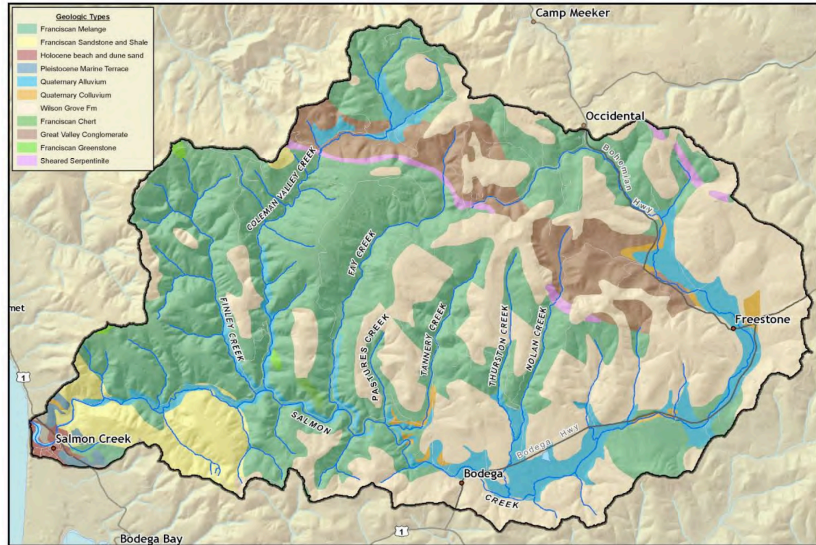
We strive to connect PBL to our other school goals. Our academic program is aligned with the NGSS and Common Core standards. Additionally, we expect students to learn a significant body of material beyond these standards, including becoming critical thinkers able to analyze complex, real-world issues such as those connected to climate change. Our intention is to engender in students a sense of stewardship for their environment and responsibility to their community and beyond. We strive to create and deliver an inquiry-based curriculum, which integrates language arts, math, science, social studies, technology and the arts. Our units of study build upon each other, and students' understanding of material and methodology is regularly assessed.



PBL GOALS

An in-depth knowledge of bioregion and watershed:

HUSD students are expected to know the various local habitats including the common plants and animals in the area. In addition, they are able to describe the dynamics of natural phenomena, such as stream morphology, weather patterns, migration patterns, etc. Additionally, HUSD students know the boundaries of their watershed, are able to trace various possible paths that precipitation follows, know the source and destination of their domestic water, have a concrete understanding of human effects on watersheds, possess the ability to assess the health of a riparian creek habitat, and are able to intelligently discuss historical and current watershed issues.



An understanding of sustainability relating to food systems and energy and resource use:

HUSD students compost their cafeteria waste, and work with the compost bins in the garden. As a result, they see directly where their waste goes, and how it benefits the garden. As students get older, they learn in-depth why composting makes good ecological sense. Food systems at HUSD are designed to build students' connections to healthy, local food. Cooking and eating fruits and vegetables grown in the garden, both through the garden and cafeteria programs, lays a foundation of lifelong patterns of understanding and health with regard to food production and consumption. Likewise, HUSD students understand and embrace the why and how of reducing, reusing and recycling. Our buildings and energy systems reflect our ecological values; our students understand this connection. Older students learn about contemporary environmental issues such as plastic pollution, climate change, and water diversion and acquire the skills to think, write, and debate critically about them.



A strong sense of local history, community and current events:

HUSD students have a solid knowledge of the region's early indigenous people; including their settlement patterns and practices. They have an understanding of how land ownership has changed hands over time, and the various contributions and impacts of the subsequent populations. They are aware of current issues we face in this area, and can speak knowledgeably about them.



A solid understanding and use of scientific methodology:

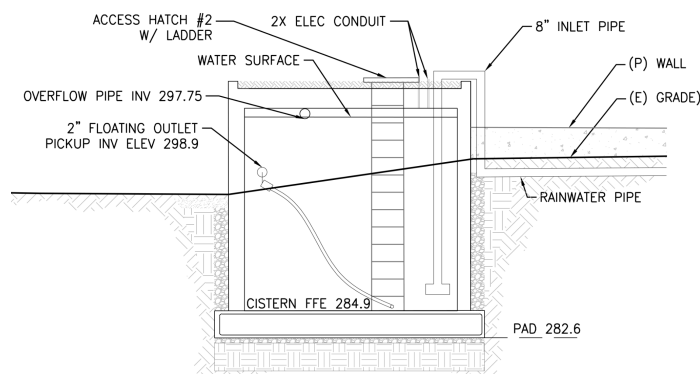
HUSD students have many opportunities to work with each other, their teachers and scientists in the community to investigate real-world issues. Through data collection, measurement, monitoring, experimentation, and data analysis, students gain first hand experience with scientific methodology.

Systems thinking:

Students graduating from HUSD are systems-thinkers, with a solid foundational understanding of ecological principles.

A predilection toward environmental stewardship and advocacy:

Students study science in terms of our relationship and responsibility to the earth and in the context of ecological “best practices” – recycling, composting, appropriate technology, conscious land management practices, and climate advocacy. They participate in service learning and get first-hand experiences with leadership and volunteerism through various projects in the community and at school during their years here. It is our belief that (continued/continually?) connecting to place plants the seeds of a relationship with self, other and our environment -- in hopes of cultivating a care, respect, and responsibility for our world.



SCHOOL CALENDAR



2024-2025 Harmony Union School District Calendar

141	School Day (Full Length)
39	School Day (Minimum Length)
0	Summer School Day
6	Teacher In Service Day (No Students)
27	Holiday/Break (No Students)
2	Emergency Day (No Students Unless Needed)
135	Summer Vacation or Weekend (No Students)

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jul 4 Fourth of July

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec 23-Jan 3 Winter Break
Jan 6 Teacher PD Day
Jan 20 Martin Luther King Day

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 12 Teacher Work Day
Aug 13 Teacher PD Day
Aug 14 All Staff PD/Work Day
Aug 15 First Day of School
Aug 26-29 Class Meetings
Aug 30 Welcome Back Dinner

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 10 Observe Lincoln's Day
Feb 11-14 Conference Week
Feb 17 Presidents Day
Feb 28 End of Trimester 2

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 2 Labor Day

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mar 14-21 Spring Break

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 4 Fall Festival
Oct 7-11 Conference Week

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 11 Spring Festival
April 18 Emergency Day*
April 21 Emergency Day*

*OFF Unless Needed

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov 8 Teacher PD Day
Nov 9 End of Trimester 1
Nov 11 Observe Veterans Day
Nov 25-29 Thanksgiving Break

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 26 Memorial Day

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec 18 Winter Festival
Dec 23-Jan 3 Winter Break

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jun 5 Last Day of School
Jun 6 All Staff Work Day
Jun 6 Graduation
Jun 16-Jul 30 Summer School
Jun 19 Juneteenth

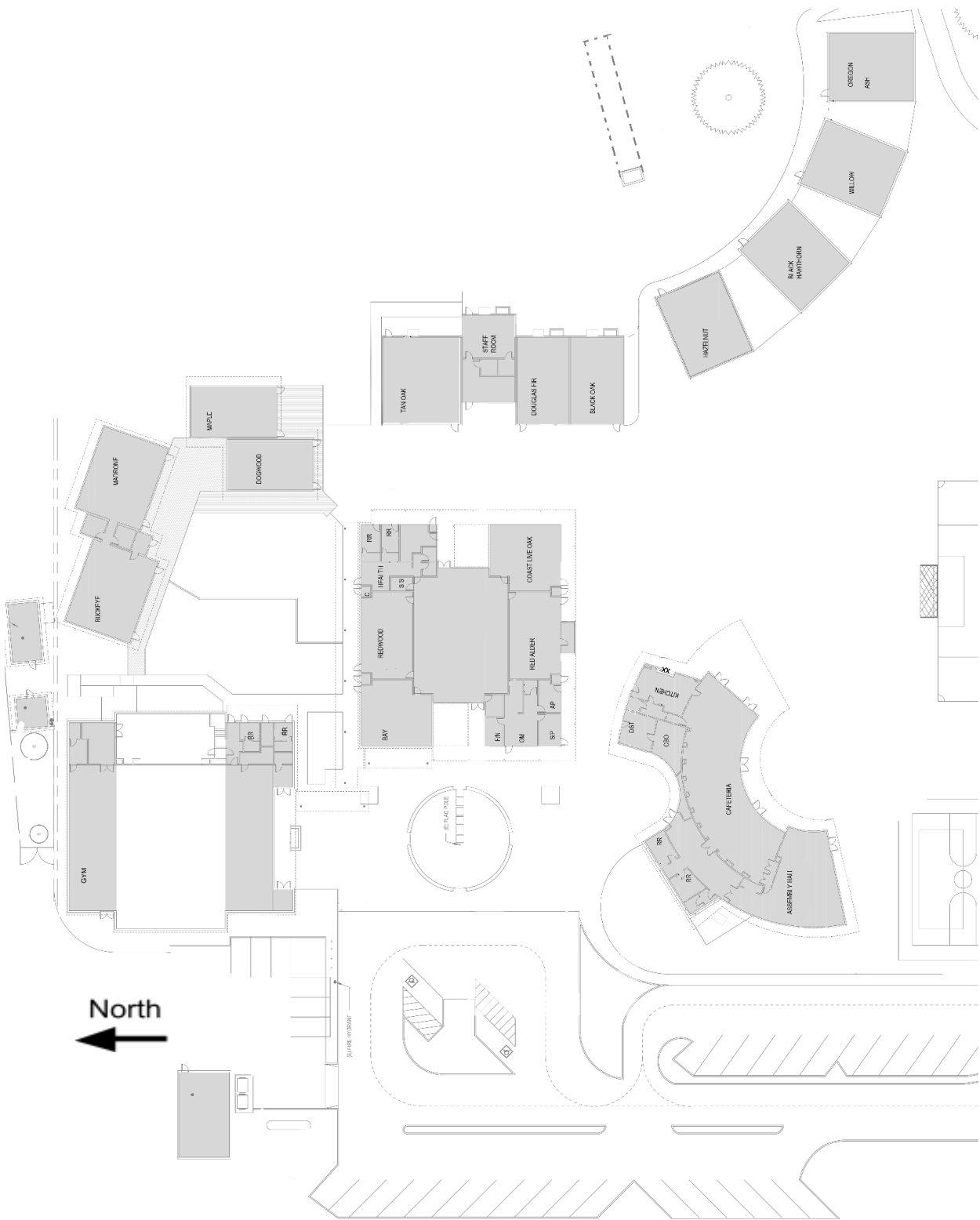
EVENTS CALENDAR

Event	Date	Location	Start	End	Open to Public	Parent/Caregiver Role
August 2024						
Welcome Back Tea TK, K	August 14	Kindergarten	2:00 PM	3:00 PM	Harmony Families	Participants
Welcome Flower Ceremony	August 15	Meadow	10:30 AM	11:00 AM	Harmony Families	Volunteers & Audience
Welcome Dinner & Parent/Caregiver Orientation	August 23	Falls Building	5:00 PM	7:00 PM	Harmony Families	Participants
Back to School Caregiver Meeting: TK, K, 1st	August 26	Classroom	6:00 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Back to School Caregiver Meeting: 2nd & 3rd	August 27	Classroom	6:00 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Back to School Caregiver Meeting: 4th & 5th	August 28	Classroom	6:00 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Back to School Caregiver Meeting: 6th, 7th & 8th	August 29	Classroom	6:00 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Aspire Assembly	August 29	MPR	10:30 AM	11:00 AM		
Athletics & Band Sign Ups	August 30	Classroom				
September 2024						
Labor Day (No School)	September 2					
Parent Night: Social Emotional Learning	September 18	Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Aspire Assembly	September 26	MPR	10:30 AM	11:00 AM		
Farm to School Week (Day 1)	September 30	Garden/Classrooms			Non Public Event	Volunteers
October 2024						
Farm to School Week (Day 2-5)	October 1-4	Garden/Classrooms			Non Public Event	Volunteers
Autumn Festival	October 4	Meadow	8:30 AM	3:00 PM	Harmony Families	Volunteers & Participants
Student Progress Conference Week	October 7 - October 11	Classroom	1:00 PM	3:15 PM	Harmony Parents/Caregivers	Participants
Parent Night: Reading Support at Home	October 16	Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Aspire Assembly	October 24	MPR	10:30 AM	11:00 AM		
Halloween Parade	October 31	Meadow	10:30 AM	11:00 AM	Harmony Families	Audience
November 2024						
End of 1st Trimester	November 7					
Teacher PD Day (No School)	November 8					
Veteran's Day (No School)	November 11					
Spirit Week	November 18 - November 22	Schoolwide				
Parent Night: Managing Anxiety	November 20	Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Honor Assembly 1st Trimester	November 21	MPR	10:30 AM	11:00 AM	Non Public Event	
Portrait Day	November 22	Assembly Room				
1st Trimester Report Cards Posted	November 22					
Thanksgiving Break (No School)	November 25 - November 29					
December 2024						
Season of Sharing Free Gift Shop	December 7 - December 8	Falls Building	9:00 AM	12:00 PM	Public	Volunteers & Participants
Choir Occidental Tree Lighting	December 7	Occidental	5:00 PM	7:00 PM	Public	Volunteers & Participants
Winter Festival: Concert & Lantern Walk	December 18	MPR/Meadow/Trail	6:00 PM	8:30 PM	Harmony Families	Volunteers & Participants
Aspire Assembly	December 19	MPR	10:30 AM	11:00 AM		
Aftercare Closed	December 19					
Winter Break (No School)	December 23 - December 31					
January 2025						
Winter Break (Continued) (No School)	January 1 - January 3					
Teacher PD Day (No School)	January 6					
Parent Night: Child Development 4-10	January 22	Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Aspire Assembly	January 23	MPR	10:30 AM	11:00 AM		
100th Day of School	January 29	Classroom				
Youth Truth Survey	TBD	School/Home			Harmony Parents/Caregivers	Participants
February 2025						
Youth Truth Survey	TBD	School/Home			Harmony Parents/Caregivers	Participants
Lincoln's Day	February 10					
Progress Conference Week	February 11 - February 14	Classroom	1:00 PM	3:15 PM	Harmony Parents/Caregivers	Participants
Student Performance Showcase	February 13	MPR	9:00 AM	11:05 AM	Public	Audience
Presidents' Day	February 17					
Parent Night: Child Dev 10-14 + Puberty	February 19	Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare)	Participants
Aspire Assembly	February 27	MPR	10:30 AM	11:00 AM		
End of 2nd Trimester	February 28					
March 2025						
Middle School Rehearsal Week	March 3-7	MPR			Non Public Event	Volunteers
Middle School Dress Rehearsal	March 6	MPR	6:30 PM	8:00 PM	Public	Volunteers & Audience
Middle School Play	March 7-9	MPR			Public	Volunteers & Audience
Spirit Week	March 10 - March 14	Schoolwide				
Honor Assembly 2nd Trimester	March 13	MPR	10:30 AM	11:00 AM	Non Public Event	
2nd Trimester Report Cards Posted	March 14					
Spring Break	March 14-21	BREAK				
Parent Night: Strategic Planning / LCAP	March 26	Library			Harmony Parents/Caregivers (Childcare)	Participants

EVENTS CALENDAR (CONTINUED)

April 2025							
Plant Sale	April 7	-	April 12	Garden			Public Volunteers & Participants
Spring Festival	April 11			Meadow	10:30 AM	1:10 PM	Harmony Families Volunteers & Participants
Emergency Day (No School Unless Activated)	April 18						Non Public Event
Emergency Day (No School Unless Activated)	April 21						Non Public Event
Parent Night: Math Support at Home	April 23			Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare) Participants
Aspire Assembly	April 24			MPR	10:30 AM	11:00 AM	
Apple Blossom Parade (Band & Cheer)	April 26			Sebastopol	9:00 AM	12:00 PM	Public Volunteers
Foundation Auction	TBD			Harmony	TBD	TBD	Public Volunteers & Participants
State CAASPP Testing	April 28	-	April 30	Harmony	TBD	TBD	Public Volunteers & Participants
May 2025							
State CAASPP Testing (Continued)	May 1	-	May 26				
Staff Appreciation Week	May 5	-	May 9				Non Public Event Volunteers
Parent Night: Managing Screentime with Kids	May 6			Library	6:30 PM	8:00 PM	Harmony Parents/Caregivers (Childcare) Participants
Summer Dance (6th-8th Grade)	May 9			MPR	6:00 PM	8:00 PM	Harmony Parents/Caregivers Volunteers
Young Writers Showcase	May 14			Library	6:30 AM	8:00 PM	Public Volunteers & Audience
Open House & Spring Concert	May 21			MPR/Classrooms	6:30 AM	8:00 PM	Public Participants
Aspire Assembly	May 22			MPR	10:30 AM	11:00 AM	
Open House & Spring Concert	May 21			MPR/Classrooms	6:30 AM	8:00 PM	Public Participants
Memorial Day (No School)	May 26						
June 2025							
Honor Assembly 3rd Trimester	June 4			MPR	10:30 AM	11:30 AM	Non Public Event
Summer Festival/Color Run	June 4			Harmony Field	11:30 AM	3:05 AM	Harmony Families Volunteers & Audience
Farewell Flower Ceremony	June 5			Meadow	10:30 AM	11:00 AM	Harmony Families Audience
End of 3rd Trimester	June 5						
Graduation	June 6			Harmony Field	6:00 PM	7:30 PM	Public Volunteers & Audience
3rd Trimester Report Cards Posted	June 13						
Summer Boost Session 1	June 16	-	June 30	Classrooms	8:00 AM	5:00 PM	
Juneteenth (No School)	June 19						
Summer Boost Session 2 (Day 1)	June 30			Classrooms	8:00 AM	5:00 PM	
July 2025							
Summer Boost Session 2 (Continued)	July 1	-	July 11	Classrooms	8:00 AM	5:00 PM	
4th of July (No School)	July 4						
Summer Boost Session 3 (Continued)	July 14	-	July 29	Classrooms	8:00 AM	5:00 PM	

CAMPUS MAP



■ COMMUNICATIONS

SCHOOL NEWSLETTER: "THE LEAFLET"

Harmony publishes a biweekly newsletter that is distributed via email and Parentsquare. Parents may also access the Leaflet through the school's website. The Leaflet provides timely information and important news about upcoming activities.

SCHOOL QUARTERLY

HUSD publishes three seasonal periodicals, featuring major events from the preceding trimester as well as staff and student articles, and deeper dives on topics of interest. Submissions of photos or suggestions for articles are encouraged. Please contact the newsletter staff at newsletter@harmonyusd.org

SCHOOL WEBSITE

The school website is an important part of communications at Harmony. The website serves as an active portal for parents and community members and features news articles, updates on events, board documents and agendas, and the electronic school calendar. Emergency information will also be posted to the website announcing school closures and other important notifications. The website may be accessed at www.harmonyusd.org.

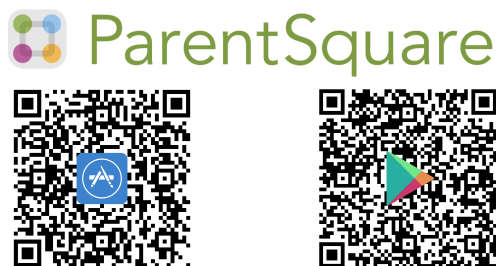
AERIES (SIS)

Harmony USD uses the AERIES Student Information System (SIS) to manage student information and data. A parent portal is a component of the software which includes real time updates on student attendance as well as access to report cards and data verification for keeping your contact information up to date. When a student is enrolled at the school, login information is sent to families via email. If your child is already enrolled in the system, the following link will take you to the Parent Portal: <https://aeries.scoe.org/HarmonyUSD/parent> For questions on the AERIES implementation or support with your account, please contact the office manager.



NOTIFICATIONS & EMERGENCY ALERTS

To streamline communications and ensure rapid delivery of messages for families, HUSD uses ParentSquare. ParentSquare provides text, email and phone notifications as well as a notification app for caregivers providing more control on how and when to receive notifications. Initialization of a Parentsquare account starts as soon as your student is enrolled in the AERIES Student information system described above. An email will be dispatched to the caregivers. Please respond to the email to set up your account. Parentsquare can be accessed via the web or their app, which is available to android and ios.



SCHOOL CALENDAR LINK

The dynamic google calendar provides the most up to date information on events for the school. You may access the calendar on our website or via direct subscription. The following link will allow you to add the Harmony master calendar to your calendar software:

<https://calendar.google.com/calendar/u/0?cid=aW5mb0BoYXJtb255dXNkLm9yZw>

GOOGLE CLASSROOM

Harmony uses google classroom to manage students email accounts, share and collaboratively edit documents, manage course assignments and facilitate communication between teachers and students. Each student is assigned an email address upon enrollment to facilitate access to chromebooks and managed apps. All accounts are subject to district management policies and software and filters to mitigate the risk of misuse of technology. Parents may use student logins to access google classroom when students are working remotely to maintain connection to class developments when absent. Teachers will provide information for students on google classroom usage, which varies from grade to grade.

DONATIONS AND PLEDGES OF SUPPORT

Harmony is a public school that depends upon local fundraising efforts to supplement limited state funding. You are encouraged to support the school through the Salmon Creek Harmony parent association, shARK.

Funding goes directly to our farm to table program, field trips, festivals, enrichment and athletics as well as key student supports such as our aspire program, classroom assistants and counseling. Your pledge is vital to the quality of your child's education. Please visit shARK to give today:

<https://www.harmonyark.org/>

YOUTH TRUTH ANNUAL SURVEY

Harmony surveys the students and community throughout the year to advise various projects including volunteer opportunities, administrative evaluations, and our season of sharing holiday drive. One of the most important surveys, the Youth Truth Survey, is held in winter. Youth Truth is a nationally recognized survey tool that is used by all districts in Sonoma County and enjoys an extensive pool of users statewide. This allows for comprehensive data comparison of key metrics of school progress including student safety, connectedness and academic support. Students in grades 3-8 take the survey, but parents and staff



throughout all grades are asked to respond to the annual survey. Harmony has consistently achieved very high participation rates, which improves our data validity. Information about the survey is distributed in winter. The survey window is typically open for 4 weeks. A general report from the survey is included in subsequent board meetings and the survey data itself informs program planning and budget development for the following year.

INTERPERSONAL COMMUNICATIONS

When communicating with each other the following values and practices will be maintained:

- **Empathy:** Imagining the impact of our words on others is a moral responsibility in communication.
- **Truth:** Communicating known facts as distinct from opinions or rumors is a moral responsibility in communication.
- **Authentic use of emotion:** Fear, anger, and other emotions are part of communication and can be incorporated responsibly without taking them out on another.
- **Restraint:** All communication is for better or worse. Choosing what you say to whom is based on consideration of its impact and necessity.
- **Respect:** In order to maintain respect, communications should consider the value of another's dignity and privacy.

EMAIL COMMUNICATIONS

Email provides a rapid and flexible means of communication, however, email can be a challenging format to communicate compassionate intent while addressing areas of conflict or challenge. Emails are expected to remain civil. Email or social media posts should not be used for personal attacks.

If you are making an inquiry on a basic informational matter, please consider whether the answers to the questions could be obtained from the school website, online calendar, ParentSquare notifications, the *Leaflet*, or other publications, prior to contacting staff.

CONCERNS ABOUT THE CLASSROOM

Please bear in mind that teachers make decisions taking into consideration both the individual child and what best serves the class as a whole. This may require compromise and flexibility on the part of individual students and families.

If you have a concern about your child's experience in the classroom, it is very important that you first approach the teacher for a meeting. Sometimes several discussions may be necessary to continue making progress on problem areas. If a parent feels that this route has not addressed their concerns, the matter should be brought to the Superintendent.

CONCERNS ABOUT SCHOOL POLICY

Your concerns or questions with school policies and procedures should be brought to the Superintendent who is responsible for implementing school policy and is interested in hearing concerns in the community.

ISSUE RESOLUTION

Harmony Union School District is committed to open and direct communication regarding all aspects of the school. In any community misunderstandings or disagreements may occur. In these times, it is important for community members to work together towards an appropriate resolution. The following list includes several steps that may be provided in the process of resolving the conflict.

Step 1 - Communicate concerns directly to the concerned party, when possible.

If there is a concern or disagreement about an incident or experience at Harmony, please contact the staff that was involved or responsible for the area of concern. If there is an obstacle to such contact, or if the communication does not resolve the issue, go to STEP 2.

Step 2 - Seek *Administrator or Counselor support for facilitation

During this stage, the Superintendent will work to bring resolution to the concern. Further investigation of the issues, and development of a plan to support the situation may be pursued. If this approach does not resolve the problem, the Superintendent will forward the concern to the board.

**If the issue is with the superintendent, contact the board chair for facilitation*

■ INFORMATION CONTACTS

ADMISSIONS AND RECORDS

Office Manager	Admissions, Enrollment, Transfers, Transcripts and Records
Business Assistant	CALPADS, Data management

AFTER SCHOOL PROGRAM

Aftercare Coordinator	Sign-Up, Drop-In, Billing
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ATTENDANCE & INDEPENDENT STUDY

Office Manager	Independent Study, Illness and Health Advisories, Attendance Records
Assistant Principal	Truancy, SARB, Support Services
School Counselor	School Avoidance Support

BUSINESS SERVICES

Chief Business Officer	Service Contracts, Human Resources, Facilities Maintenance
Business Assistant	Purchase Orders, Service Contracts, Accounts Payable & Receivable, Fingerprinting

CALENDAR

Superintendent/Principal	Master Calendar, Events, Appointment Scheduling
Office Manager	Google Calendar Management
Business Assistant	Facilities Booking

COMMUNICATIONS & PUBLIC RELATIONS

Office Manager	Daily Bulletin, Newsletter Liaison, ParentSquare Notifications, Website
Newsletter Editor	Newsletter & Quarterly Journal, Website, Board Minutes
Superintendent/Principal	Community Partnerships, Telecommunications, Email, Networking, Website, Notifications

COMMUNITY DEVELOPMENT

Office Manager	Back-to-School Night, Open House
Festivals Coordinator	Festivals and Events
Class Coordinator	Class Parent Meetings, Class Volunteer Coordination, Farmers' Markets
Administrative Assistant	Campus Volunteer Coordination

CURRICULUM AND INSTRUCTION

Teacher	Instruction, curriculum development, assessment, progress monitoring
Superintendent/Principal	Pedagogy and Philosophy, School Curriculum, Master Schedule
Business Assistant	Instructional Materials Ordering
Office Manager	Report Cards, AERIES Portal Management
School Counselor	State Testing Coordination, CAASPP, CELDT, CALPADS
Intervention Teacher	504 Case Management
Assistant Principal	SST Meeting Coordination

FIELD TRIPS

Teacher	Planning, Coordination, Facilitation
Office Manager	Field Trip Forms, Field Trip Scheduling, Driver Validation
Administration	Logistical support, emergency response, funding

FUNDRAISING AND COMMUNITY GIVING

SHARK Co Presidents	Pledge Program, Donations and Charitable Giving, Annual Auction
Superintendent Principal	Grants, General Fundraising Requests
Chief Business Officer	Accounts Receivable and data

GOVERNANCE AND BUDGET

School Secretary	Board Minutes, Packets, & Agendas
Board Chair	Board Committees, Agendas, Board Correspondence
Board Treasurer	Budget Oversight
Superintendent	Vision and Values, Strategic Planning, Administrative Regulation, Policy

HUMAN RESOURCES

Office Manager	Contracts and Payroll
Superintendent	Hiring, Professional Development, Evaluation & Mentoring, Dispute & Conflict Resolution, Sexual Harassment & Civil Rights Reporting

INDEPENDENT STUDY

Class Teacher	Point of Contact for Request, Develops IS Plan, Assessment and Credit
Office Manager	Processes Requests, Enters Absence, Attendance as per completion status

FACILITIES, MAINTENANCE, AND OPERATIONS

Custodian	Maintenance and Repair, Cleaning and Sanitation
Superintendent	Development and Construction, Site Plan, Facilities Planning

PARENT SUPPORT

Office Manager	Reception, Parent Handbook, Parent Orientation
Superintendent Principal	Scheduling Parent Education
School Counselor	Support for case management and connection to resources

STUDENT SERVICES: SOCIAL & EMOTIONAL

Teacher	Class Social Dynamics, Class Circles, Class Rules, Student Study Team
Superintendent/Principal	Student Culture, Student Surveys, PBIS, Campus Social Dynamics, School Rules & Expectations, Threat Assessment, Policy and Admin regulations.
Assistant Principal	Student Discipline & Behavior Support
School Counselor	Counseling Services, crisis intervention, risk assessment, SEL coordination, clubs, lunch bunch, social skills development, emotional regulation support, gender support plans
Student Advisor	Conflict resolution, De-escalation, Behavioral Support
School Psychologist	Behavior plans, Functional Behavior Assessment, Risk Assessment

STUDENT SERVICES: LEARNING SUPPORT

Teacher	Academic Progress, Initial Academic Concerns, Learning Support
RSP Teacher	IEP Management, Resource Specialist Program, Assessment
Assistant Principal	Student Study Teams (SST), Intervention & Remediation Programs, Section 504, Special Education Oversight
Superintendent/Principal	IEP Compliance, Legal and Policy
School Psychologist	Assessment, IEP Facilitation, placement liaison, Behavior Plans, FBAs
Intervention Teacher	Academic Coaching Teams, Student Resource Team, progress monitoring, tutoring, 504 plans

TOURS

Superintendent/Principal	Campus Tour Presenter
Office Manager	Booking

VOLUNTEER COORDINATION

Superintendent-Principal	Liaison, Coordination, communications, project management
Office Manager	Fingerprinting, vehicle insurance, absences
SHARK Co President	Liaison, Coordination, Solicitation

■ DIRECTORY

ADMINISTRATION

Matthew Morgan, Superintendent Principal
Stefanie Coe, Assistant Principal
Stacy Kalember, Chief Business Officer
Suzi Heron, Office Manager
Rachael Handley, Business Assistant

mmorgan@harmonyusd.org
smcoe@harmonyusd.org
skalember@harmonyusd.org
sheron@harmonyusd.org
rhandley@harmonyusd.org

CLASSROOM TEACHERS

Allison Johnston, Transition Kindergarten
Melina Porter, Transition Kindergarten
Emily Golden, Kindergarten
Dawn Ginn, 1st Grade
Heather Figueroa, 2nd Grade
Mariah Monroe, 3rd Grade
Susan McGovern, 4th Grade
Bonnie Covell, 5th Grade
Park Guthrie, 6th Grade
Alex Kaplan, 7th-8th Humanities Teacher
Kyle Collins, 7th-8th Math & Science Teacher
Krista Gaspar, Garden Coordinator & Teacher
Morgen Lanning, PE Teacher
Sadie Sonntag, Music Teacher

ajohnston@harmonyusd.org
mporter@harmonyusd.org
egolden@harmonyusd.org
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akaplan@harmonyusd.org
kcollins@harmonyusd.org
kgaspar@harmonyusd.org
mlanning@harmonyusd.org
ssonntag@harmonyusd.org

ACADEMIC AND STUDENT SERVICES

Rebecca Chadwick, School Counselor
Allie Rogers, Student Advisor
Erica Ferguson, Intervention Teacher
Elizabeth Weiss, Intervention Teacher
Taryn Kaiser, RSP Teacher
Beth Dawson, School Psychologist
Jade Laramendy, RSP Assistant
Melissa Miller, 1:1 Assistant
Sarah Wieland, 1:1 Assistant
Natalie Johnson, School Nurse

rchadwick@harmonyusd.org
arogers@harmonyusd.org
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bdawson@harmonyusd.org
dlaramendy@harmonyusd.org
mmiller@harmonyusd.org
swieland@harmonyusd.org
njohnson@wscuhd.org

PARAPROFESSIONAL ASSISTANTS

Kari Wilson, Classroom Assistant
Savannah Engle, Classroom Assistant
Tami Furlong, Classroom Assistant
Olivia Leon, Classroom Assistant
Shanena Rossi, Classroom Assistant
Alice Donovan, Classroom Assistant
Michele Hazelwood, Classroom Assistant
Shell Brandt, Classroom Assistant
Noelle Heron, Classroom Assistant
Karen Lincoln, Int Assist. & Homework Club

kwilson@harmonyusd.org
sengle@harmonyusd.org
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sdonovan@harmonyusd.org
mhazelwood@harmonyusd.org
sbrandt@harmonyusd.org
nheron@harmonyusd.org
klincoln@harmonyusd.org

GARDEN AND FOOD SERVICES

Amanda Jacobs, Head of Food Services
Hunter Bryson, Food Services Technician
Krista Gaspar, Garden Coordinator & Teacher
Lisa Stone, Garden Assistant

ajacobs@harmonyusd.org
hbryson@harmonyusd.org
kgaspar@harmonyusd.org
lstone@harmonyusd.org

WEBSITE AND NEWSLETTER

Tanya Turneure, Newsletter & Web Editor

tturneure@harmonyusd.org

LIBRARIAN

Denise Eufusia, Librarian

deufusia@harmonyusd.org

CUSTODIAL AND MAINTENANCE

Francisco Canela, Head of Custodial
Juan Salinas, Custodial Technician

fcanela@harmonyusd.org
jsalinas@harmonyusd.org

AFTERSCHOOL PROGRAM

Tami Skinner, Coordinator
Karen Rice, Aftercare Assistant
Grace Ginn, Aftercare Assistant

tskinner@harmonyusd.org
krice@harmonyusd.org
gginn@harmonyusd.org

BOARD OF DIRECTORS

Andrew Cone
Yuri Koslen, Chair
Mariah Lander, Vice Chair
Charlie Laird
Amanda Solter
Andrew Cone

acone@harmonyusd.org
ykoslen@harmonyusd.org
mlander@harmonyusd.org
claird@harmonyusd.org
asolter@harmonyusd.org
acone@harmonyusd.org

SHARK Board

Gaia Farina, Co-President
Sarah Laird, Co-President
Jim Feige, Treasurer
Jacqueline Gleason, Secretary
Marni Davis, Officer/Welcome Committee
Sarah Weiland, Officer

info@harmonyark.org

■ LOGISTICS

BELL SCHEDULE

Full Day Schedule:	Monday, Tuesday, Wednesday, Friday	
8:10 am – 8:30 am	Drop Off	
8:30 am – 9:15 am	1 st Period	
9:15 am – 10:00 am	2 nd Period	
10:00 am – 10:20 am	BREAK	RECESS
10:20 am – 11:10 am	3 rd Period	
11:10 am – 12:00 pm	4 th Period	
12:00 pm – 12:45 pm	5 th Period	LUNCH & RECESS A (Grades TK-4)
12:45 pm – 1:30 pm	6 th Period	LUNCH & RECESS B (Grades 5-8)
1:30 pm – 2:15 pm	7 th Period	
2:15 pm – 3:05 pm	8 th Period	
3:05 pm – 3:20 pm	PICKUP	
3:05 pm– 5:30 pm	SPROUTS AFTER SCHOOL CARE	

Early Release Schedule: Thursday

8:10 am – 8:30 am	Drop Off	
8:30 am – 9:15 am	1 st Period	
9:15 am – 10:00 am	2 nd Period	
10:00 am – 10:20 am	BREAK	RECESS
10:20 am – 11:10 am	3 rd Period	
11:10 am – 12:00 pm	4 th Period	
12:00 pm – 12:45 pm	5 th Period	LUNCH & RECESS A (Grades TK-4)
12:45 pm – 1:10 pm	6 th Period	LUNCH & RECESS B (Grades 5-8)
1:10 pm – 1:25 pm	PICKUP	
1:10 pm – 5:30 pm	SPROUTS AFTER SCHOOL CARE	

TIMELY ARRIVAL AND DEPARTURE

Teachers and Staff must attend to other duties soon after the school day ends. All students must be picked up within **10 minutes** of the end of classes to allow the staff to return to their other duties.

ARRIVAL AND DEPARTURE ETIQUETTE

Please observe quiet in the hallways and walkways at drop-off and pick-up; no racing, rough play or loud talking is allowed in these common areas. Rules include:

- **Children must be supervised at all times.**
- Quiet conversations in common areas.
- No running or climbing in the hallways, paths or ADA railings.
- Keep adult conversations away from students. Be aware of the youthful ears around you.
- Cell phone use is directed to the front of the school whenever possible.

CHANGE IN DEPARTURE PLANS

If you have an emergency and are not able to pick your child up on time, please call the School Office at 707-874-1205 to let us know with whom you have made arrangements to pick up your child. If your child has not been picked up and the School is unable to reach you, we will call the emergency numbers on your child's emergency information sheet and your child will be seated in the office until pick-up occurs.

BUSSING

As a member of the West County Transportation Agency, Harmony Union School District provides free bussing along set routes throughout the district. Students are provided with a bus pass through the school office. If a stop is not located near your home, adjustments may be made if the stop conforms with transportation agency guidelines. Please contact the Office Manager for information. Updated bus route schedules are available at the WCTA website: <https://www.schoolbusing.org/bus-routes-1>

In the event of emergency changes to the bus route schedule of services, the school will alert families via its notification system. Please ensure your contact information with the school is current, and you are signed up for alerts through the system. For direct inquiries with WCTA dispatch please contact WCTA at the following:

BUS SCHEDULE

Morning Bus Route

7:00am 1380 Furlong Rd
7:08am OCCIDENTAL RD & JONIVE RD (ENE)
7:21am Dirt Pull-Out Just Past Tyrone Rd (NIS)
7:30am MONTE RIO SKATE-PARK - BUS LOOP
7:33am Bohemian Hwy & Tyrone Rd
7:40am BOHEMIAN HWY & MARKET ST (WNW)
7:46am BOHEMIAN HWY & COLEMAN VY (NNW)
7:50am Harmony & Salmon Creek School
8:10am 17190 Bodega Hwy (BODEGA CASINO)
8:15am BODEGA HWY & RASPBERRY LN (S)
8:20am Harmony & Salmon Creek School

Afternoon Bus Route Monday, Tuesday, Wednesday & Friday

3:15pm Harmony & Salmon Creek School
3:24pm Bohemian Hwy @Howard's Station Cafe R/L
3:29pm Bohemian Hwy & Sylvania Ave
3:30pm T/A ON MARKET ST
3:30pm MARKET ST & BOHEMIAN HWY (SW)
3:36pm Dirt Pull-Out Just Past Tyrone Rd (NIS)
3:41pm MONTE RIO SKATE PARK - BUS LOOP
4:06pm 17150 Taylor Ln
4:09pm 17291 TAYLOR LN
4:11pm TAYLOR LN - JUST BEFORE JOY RD
4:23pm 17190 Bodega Hwy (BODEGA CASINO)
4:29pm BODEGA HWY & RASPBERRY LN (S)
4:35pm JONIVE RD & FIORI LN (ESE)
4:43pm 1380 Furlong Rd
4:44pm 1112 Furlong Rd



West County
Transportation Agency
367 west Robles Ave.,
Santa Rosa, CA 95407
707-206-9988

<https://www.schoolbusing.org/>

Afternoon Bus Route Thursdays (Early Release)

1:10pm Harmony & Salmon Creek School
1:19pm Bohemian Hwy @ Howard's Station Cafe
R/L
1:24pm Bohemian Hwy & Sylvania Ave
1:25pm T/A ON MARKET ST
1:25pm MARKET ST & BOHEMIAN HWY (SW)
1:31pm Dirt Pull-Out Just Past Tyrone Rd (NIS)
1:36pm MONTE RIO SKATE PARK - USE BUS
LOOP
2:01pm 17150 Taylor Ln
2:04pm 17291 TAYLOR LN
2:06pm TAYLOR LN - JUST BEFORE JOY RD
2:18pm 17190 Bodega Hwy (BODEGA CASINO)
2:24pm BODEGA HWY & RASPBERRY LN (S)
2:30pm JONIVE RD & FIORI LN (ESE)
2:38pm 1380 Furlong Rd
2:39pm 1112 Furlong Rd

TRAFFIC SAFETY

Please follow traffic staff directions and the guidelines below:

- **DO NOT** block traffic.
- **NO U-TURNS** are allowed on the main drive.
- Motorized vehicles yield to cyclists and pedestrians. Cyclists yield to pedestrians.
- Do not park or obstruct the Emergency Vehicle Access road along the cistern or rear of school.
- Speed Limit is 10 mph or less.
- When dropping off, pull completely up to the curb and pull through to the most forward position.
- Cross the street only when safe.
- No parking in the Passenger Loading Zone during pickup (the yellow curb in front of the school).

DROP OFF AND PICKUP

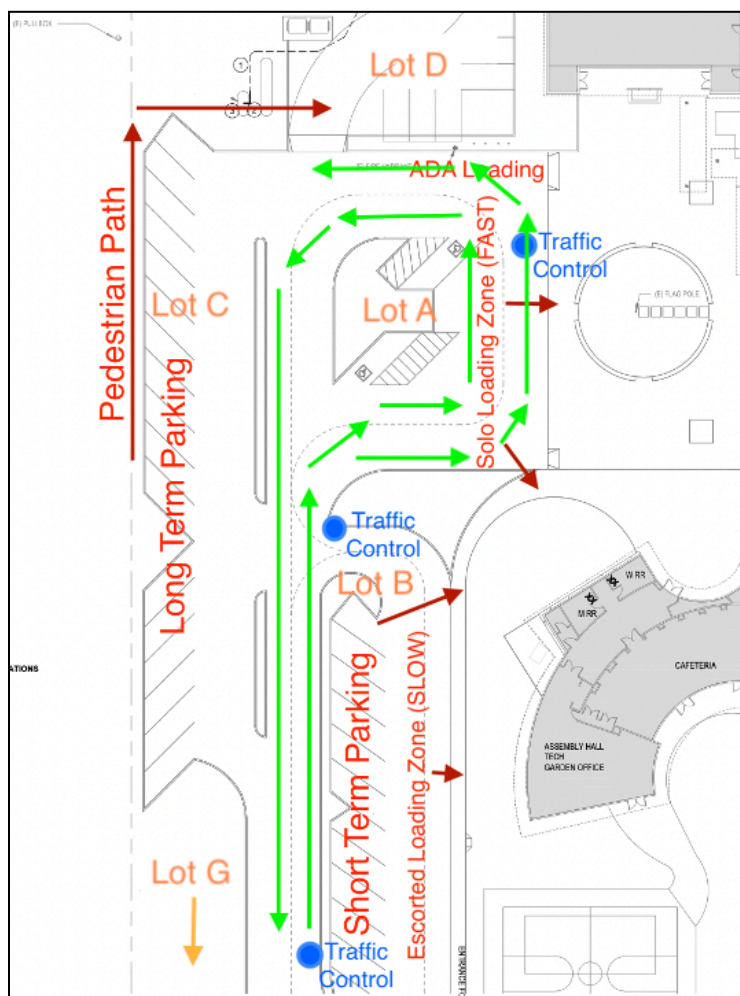
Parking lot Availability:

- Lot A: 2 spots at island
9-10 for outer (curb) lane
6-7 for inner lane
- Lot B: 13 at island (Long Term),
12 at curb (Escorted Loading)
- Lot C: 17 Long Term (Staff)
- Lot D: 16 Long Term (Staff)
- Lot G: 36-40 Long Term

DROP OFF

Parking Lot B, just west of the basketball courts is designated for **Short Term Parking & Escorted Loading Zone (SLOW)**. This area is for PARKING & ESCORTING your child to the front of the school. Both diagonal spaces at the west side island AND parallel spaces next to the sidewalk curb on the east side may be used. For diagonal parking participants MUST escort child across the flow of traffic to the sidewalk. For parallel parking participants open doors next to the sidewalk carefully...please watch for pedestrians.

Parking Lot C, along the fence adjacent the creek is reserved for **Long Term Parking**. Only park in this area if you expect to stay on site for more than ½ hour. This area will likely be filled by staff in the morning, in the afternoon, this is a good place to park if staying for after school gatherings. When exiting your car here, please make your way to the NORTH end of this parking area to the gravel lot by trash bins. This is the correct path of travel to the school during pickup and drop off NOT across the loading zone roundabout.



The **Solo Loading Zone (RAPID - Lot A)** is the curb immediately adjacent to the flag courtyard. Only one

lane (the outer lane adjacent to the curb, is used during drop off. Children **MUST** exit from the passenger side of the car.. If a child needs help getting out of the car the driver should choose the **Short-Term Parking / Escorted Loading Zone** and unload in that area.

PICKUP

The **Short-Term Parking & Escorted Loading Zone (SLOW - Lot B)** is where drivers should park if their children need adult retrieval and loading. Drivers should **NOT** park in lot B if they plan to stay for more than 10 minutes, these drivers should park in the long-term parking in lot C and G. Lot B must refresh its open spaces often for new arriving parents.

Long-Term Parking (Lot C and G) may be used to park, walk to the campus area, retrieve children, and then depart. Pedestrian pathways must be used for Lot C...walking to the north of this area towards the gym gravel lot, then east to the gym and flag circle. Pedestrians will need to follow the same way back to their vehicles in Lot C. Lot G pedestrians can transit through the blacktop or along the sidewalk by lot B

The **Solo Loading Zone (RAPID)** should be used similar to the way that an airport loading zone is used. When a driver pulls into the loading zone staff will radio for the child to be sent to the curb for loading The **SOLO** loading zone **IS ONLY** for students who are ready at the curb and able to load through the **PASSENGER SIDE ONLY** without the driver exiting the vehicle. Drivers **MAY NOT EXIT** their vehicle in the **Solo Loading Zone**. When heavy traffic occurs, and backup onto the bridge or highway is threatened then a second **Solo Loading Lane** can be initiated on the inward side of the loop. Staff will provide escorts for children crossing the outer lane to the inner land and assist with loading procedures to ensure safety of students.

BICYCLES & SKATEBOARDS

Cyclists must follow all traffic laws. Please dismount bicycles when transiting into areas used by pedestrians. Helmets are required for all students who are riding a human powered vehicle (bicycle, unicycle, skateboard). Unicycles and skateboards may not be ridden on pedestrian sidewalks.

PARENT SUPERVISION AFTER HOURS

School rules must be maintained at all hours. Please be mindful that Harmony staff work diligently to create a comprehensive environment that holds our students in a healthy and mindful way throughout the school day. When students are on campus after hours, parents must ensure that the space is held in a similarly reverential and consistent manner. Parents are responsible for ensuring that their children follow school rules whenever they accompany them on campus. After school play dates on campus, festivals, events, and weekend work parties are opportunities for us to demonstrate to our children that the expectations of the school are held consistently on campus.

FUNDRAISING AND PLEDGING

Harmony is a public school that depends upon local fundraising efforts to supplement limited state funding. You are encouraged to support the school through the Salmon Creek Harmony parent association, shARK. Funding goes directly to our farm to table program, field trips, festivals, enrichment and athletics as well as key student supports such as our aspire program, classroom assistants and counseling. Your pledge is vital to ensuring quality programming for your child.

LUNCHES AND SNACKS

Students need a hearty, protein rich breakfast and should have wholesome foods for snacks and lunches.

Harmony hosts one of the most impressive Farm to Table programs in California. Our 1+ acre farm and exemplary garden and culinary staff produce home cooked, scratch meals daily. Due to recent legislative action: **ALL STUDENTS DINE FREE** at all public schools in California. This is a watershed commitment to child and community wellness, and ensures that all of our students have access to good nutrition, quality ingredients and lovingly prepared meals daily. Breakfast and lunch are provided, as well as snacks for those in need. Please note that the cost of food provided at Harmony far outpaces compensation from State and Federal sources. Your donations to shARK help support the farm to table program at Harmony.

Students may still bring lunches and snacks from home. The school wellness policy clearly articulates recommendations on foods to bring on campus: Please do not include candy or high sugar food/drink in your child's snack or lunch. Cloth napkins and reusable containers encourage students and families to limit waste. Distribution of food, including chips and candy, from one student to another, is prohibited to protect family nutritional expectations.

CLASSROOM CELEBRATIONS

All foods offered for classroom celebrations should meet or exceed the District's nutritional guidelines. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#). Please reference the [list of foods and beverages that meet Smart Snacks](#) nutrition standards. Please inquire with your teacher about plans to bring treats for celebrations to ensure the wellness policy is met.

FOOD ALLERGIES

Please notify the office and your class teacher of any food allergies that may present significant health issues for your child. Similarly, if a class has a student with significant allergies, all class parents may be contacted with specific instructions to minimize the risk of exposure for the sensitive student(s).

MEDICATIONS AT SCHOOL

The California Education Code Section 49423, allows school personnel to assist students who are required to take medication during the school day under specific circumstances. Emergency medicine, such as Epi-Pens or asthma inhalers, may be carried by the student when recommended by an authorized health care provider and the parent. Students are not allowed to bring medication of any kind to school without documentation. School staff are not allowed to administer medication, even over the counter medication, without such documentation. Parents and the authorized health care provider must fill out the appropriate form available in the office. Please call the school office for details.

PHONE USE BY STUDENTS

Students are allowed to possess cell phones on campus, HOWEVER, devices must be securely stored away during instructional hours. Phones may not be used in bathrooms or during school activities for photography without express permission by staff. Only when provided direct, specific permission by school staff, is a cell phone allowed out of secure storage. Infractions from the phone policy will result in the phone being temporarily confiscated and stored with the teacher until the end of the day for pickup by the student. Repeated infractions will result in confiscation and delivery of the device to the office for pickup by parents. Persistent violations will result in device restriction from campus.

After school cell phone use is allowed for student to caregiver communication ONLY in the office or outside in the flag circle pickup area unless directly supervised and permitted by HUSD Staff. Students are allowed to use the landline phone in the office for calling home when the need to contact the parent is clearly demonstrated. Such occasions may include forgotten homework or lunch, or logistical needs for after school pick-up. Students must check in with office staff for permission to use the phone.

■ ADMISSIONS AND RECORDS

ADMISSIONS

Harmony Elementary is a traditional school of the district covering grades TK through 1st. The District is responsible for ensuring resident students are provided appropriate educational placement and services. District resident students are eligible to enroll with priority. Out of district students may still apply for enrollment in the Harmony Elementary TK-1 program, but ability to enroll is contingent on class availability and program capacity. Out of district applications that exceed capacity will be placed on a wait list.

Salmon Creek Charter, is a public dependent charter school serving students in grades 2 through 8. All students that reside in the district will be provided educational placement and services. Out of district students may still apply for enrollment in the Salmon Creek 2-8 program, but ability to enroll is again contingent on class availability and program capacity.

HUSD conducts open enrollment throughout the year subject to space availability. Annually, our Kindergarten enrollment window begins in January, with applications due by early March. Harmony classes are frequently full with waiting lists for out of district applicants (all in district applicants will be provided educational placement).

In situations where out of district applications exceed available seats in a class, a lottery is conducted to determine the enrollment priority of prospective students. The lottery is conducted following the close of the application window. Students are sorted according to enrollment priority eligibility below:

1. *District Resident Students (residing IN HUSD boundaries) are guaranteed educational placement*
2. Out of District Students currently enrolled in the Harmony Union School District
3. Out of District Siblings of students currently enrolled or graduated
4. Out of District Children of district employees

If more out of district students apply for a class than there is available space, remaining students are placed on a wait list. The wait list is modified throughout the year as space becomes available and enrollment is offered to wait list families. Applications that are submitted after the annual lottery are placed on hold without a wait list number assigned. When the previous wait list is expended, the applications on hold are then placed through the lottery and assigned wait list numbers. The wait list is reset at the start of each year, requiring a new application to be eligible for enrollment.

TK AND KINDER AGE

Minimum Age of Admission for Transitional Kindergarten

Any child who will have his/her fifth birthday between September 2nd of the target school year and September 1st of the following school year shall be offered a transitional kindergarten program in accordance with law and district policy. This includes any four year olds who are enrolled in a California state preschool program.

Minimum Age of Admission for Kindergarten

A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his or her fifth birthday, respectively, on or before September 1. Please bring proof of birth date, residence and immunization records to the school when registering your child. For more information contact your neighborhood school or the Office of Educational Services at 890-3800 ext. 80302.

ENROLLMENT VERIFICATION

Parents and Guardians are responsible for providing all required documentation to the school to ensure appropriate provision of services for our children, accurate data in the event of emergencies, and compliance with state reporting. Falsifying enrollment information, including residency, may be grounds for rejecting enrollment or disenrollment.

EMERGENCY CONTACTS

The Emergency Contact form is an essential document that is required for the child to attend school. Students are not allowed to attend school until the Emergency Contact form is completed. Emergency contacts may be updated through the Parent Portal in AERIES

VACCINATIONS

A full report of vaccinations is required for enrollment. Vaccinations must be kept up-to-date and comply with all state requirements in order for a child to attend public school in California and at Harmony. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Codes 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement.

All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code sections 130325 and 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1st, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through pre-school, K-6, including transitional Kindergarten and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized education program.

For a complete list of required immunizations, please visit the Shots for School website.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>

Students Admitted at ages 4-6 years need these immunizations to attend school.

- **Polio** (OPV or IPV): 4 doses (3 doses are okay if one was given on or after 4th birthday)
- **Hepatitis B**: 3 doses
- **Measles, Mumps, Rubella** (MMR): 2 doses (Only doses given on or after 1st birthday comply)
- **Varicella** (Chickenpox): 2 doses (Parents must show their child's Immunization record to comply)

These immunization requirements also apply to students entering transitional kindergarten.

Students Admitted at Ages 7-17 Years Need These Immunizations:

- **Diphtheria, Tetanus, Pertussis** (DTaP, DTP, Tdap, or Td): 5 doses (4 doses are okay if one was given on or after 4th birthday, 3 doses are okay if at least 1 dose of Tdap, DTaP or DTP was given on or after 7th birthday)
- **Polio** (OPV or IPV): 4 doses (3 doses are okay if one was given on or after 4th birthday)
- **Measles, Mumps, Rubella** (MMR): 2 doses (Only doses given on or after 1st birthday comply)
- **Varicella** (chickenpox): 2 doses
- **Tetanus, Diphtheria, Pertussis** (Tdap): 1 dose prior to 7th grade admission or out- of-district transfer admission at 7th–12th grades (Dose must have been given on or after the 7th birthday)

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.

Recommended Vaccines

Meningococcal Meningitis is easily spread by kissing, sharing drinks, coughing, or sneezing. The shot can protect your child from several types of this life threatening infection.

Human Papillomavirus – (HPV) This 3-shot vaccine series is recommended for both girls and boys ages 9 – 26 to help protect them from some types of cancer.

Seasonal Flu – The flu is a serious illness. Children also benefit from vaccination!

RECORDS REQUESTS

Requests for records may be addressed to the school secretary. When transferring to another school, the other school must request your child's cumulative file to be forwarded. When transferring into Harmony, a request for records will be sent to the previous school by our office staff.

■HEALTH AND WELLNESS

WELLNESS POLICY

Harmony Union School District is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students will be encouraged to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

EMERGENCY INTERVENTIONS

Harmony staff are trained in emergency first aid procedures (CPR, AED, first aid, and “stop the bleed”)

Epinephrine: California law SB 1266 requires school districts to provide emergency epinephrine for students suffering, or reasonably believed to be suffering, from anaphylaxis. Each site stocks epinephrine auto injectors for emergency use by trained staff or administrators.

AEDs: Harmony has AED’s on site located in the main office and gymnasium.

Stop the Bleed: Harmony has Stop the Bleed kits in every classroom and large assembly area.

Naloxone/Narcan: Proactively, due to the devastating effects of the opioid epidemic, each school site stocks at least two doses of naloxone, the generic drug also sold as brand name Narcan, on campus. The drug can reverse the effects of an overdose and save lives. Existing law authorizes school districts, county

offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or voluntarily trained personnel, and authorizes those nurses and voluntarily trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

HEALTH PLANS

For conditions that require specialized care or may need emergency treatment at school, a healthcare provider's letter or care plan is required. These plans, for students with additional healthcare needs, must be reviewed by the student's healthcare provider and signed and dated by the parent and healthcare provider each new school year. The school nurse will work with you and your student's healthcare provider to design a care plan and to request additional staff as needed.

HEAD LICE

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. If a student is found with active adult head lice or nits, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of the head lice. Lice care kits are available in the office upon request:

1. The parents/guardians must treat the student immediately.
2. All family members must also be checked for head lice.
3. The student will be checked upon return to school the next day by the school nurse or designee and allowed to remain in school if no active head lice or nits are detected.
4. If it is determined that the student remains infected with head lice, the parents/guardians will be notified immediately to further discuss treatment.
5. As needed the parents/guardians may be provided with additional resources and/or a referral to the local health department, health care or other agencies.
6. If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department, social services and other appropriate individuals to determine the best approach for identifying and resolving the problems contributing to the student's head lice infestations.
7. When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.
8. Staff shall maintain the privacy of students identified as having head lice.
9. When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

■ATTENDANCE

ABOUT ATTENDANCE

Regular and timely attendance is essential for consistent academic growth, maintenance of social relationships and emotional security. Daily attendance develops the child's sense of rhythm in their school life. Similarly, a timely arrival in the morning and departure at pick-up eases the anxiety that children often confront when transitioning between home and school. Good attendance is a prerequisite for your children to receive the maximum benefit from our educational program.

ABSENCES

All parents are legally obligated for their children to attend school. According to California law, there is no distinction between unexcused or excused absences. Please schedule doctor appointments and vacations when school is not in session to avoid causing a school absence.

If you know that your child is going to miss one or more school days, please consider requesting Independent Study. An Independent Study plan enables the child to continue the studies that are occurring in class, reducing the sense of overwhelm and confusion the student may encounter upon the return from an absence.

REPORTING ABSENCES

A sick child is best cared for at home. A child who is not feeling well cannot participate in the school day in a meaningful way. Please keep your child home if he or she:

- Has an active fever or had a fever within the past 24 hours
- Has vomited within the past 24 hours
- Has an actively communicable infectious condition such as:
 - Chicken Pox, Conjunctivitis, Diphtheria, German Measles, Hepatitis, Impetigo, Measles, Mumps, Poliomyelitis, Pertussis/Whooping Cough, Ringworm, or Scarlet Fever

If your child is sick, please email the appropriate grade level absence email below. This email will simultaneously notify the class teachers as well as the office for documentation.

Transition Kindergarten	tkabsence@harmonyusd.org
Kindergarten	kinderabsence@harmonyusd.org
1st Grade	firstgradeabsence@harmonyusd.org
2nd Grade	secondgradeabsence@harmonyusd.org
3rd Grade	3rdgradeabsence@harmonyusd.org
4th Grade	4thgradeabsence@harmonyusd.org
5th Grade	5thgradeabsence@harmonyusd.org
6th Grade	6thgradeabsence@harmonyusd.org
7th Grade	7thgradeabsence@harmonyusd.org
8th Grade	8thgradeabsence@harmonyusd.org

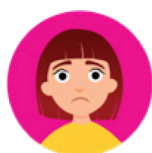
For unplanned absences due to EARLY PICKUP or LATE ARRIVALS (due to appointments or emergencies), please contact the office at 874-1205 and check in at the office upon arrival for pickup or late arrival.

Parents of children who are ill should not be concerned about class work. However, some childhood illnesses leave children full of energy when at home while a contagious illness runs its course. In such cases, the student would benefit from Independent Study to keep up their academic rhythm with the class. Please contact the office before an expected absence day to arrange Independent Study as needed.

ILLNESS GUIDELINES

When to Keep Your Child Home from School or Child Care

Below are suggestions for when to keep your child home when they are not feeling well. Contact a health care provider if your child needs medical care. A doctor's note is generally not required to return to school or child care. For more information, please visit the [CDPH guidance page](#).



Symptom of Illness

Overall, not feeling well

When should my child stay home and when can they return?

STAY HOME IF any new illness or symptom prevents a child from participating meaningfully in routine activities.



Fever

STAY HOME IF a fever is of 100.4°F (38°C) or higher.

RETURN WHEN fever went away over the night and is gone in the morning without the use of medications such as Tylenol®, Advil®, or Motrin® (acetaminophen or ibuprofen).



Vomiting

STAY HOME IF vomiting has occurred 2 or more times in 24 hours.

RETURN WHEN vomiting has ended overnight, and your child is able to hold down liquids and food. Recommend frequent handwashing.



Diarrhea

STAY HOME IF your child's stool is likely to leak from the diaper, or if they are unlikely to make it to the toilet in time (if potty trained). If the stool looks bloody or black, seek medical attention.

RETURN WHEN improving. Recommend frequent hand washing.



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When to Keep Your Child Home from School or Child Care



Sore throat

OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.

STAY HOME AND SEEK MEDICAL ATTENTION for difficulty breathing or swallowing, or continuous drooling.

RETURN WHEN IMPROVING. If an antibiotic is prescribed, take the first dose at least 12 hours before returning.



Cold symptoms, such as cough, stuffy/runny nose, sneeze

OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.

STAY HOME AND SEEK MEDICAL ATTENTION for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication (like albuterol).

RETURN WHEN IMPROVING. If your child will need medication after returning, contact the site to let them know.



Ear or eye irritation, including pink eye

OK TO ATTEND WITH MILD SYMPTOMS. Recommend frequent handwashing.

STAY HOME AND SEEK MEDICAL ATTENTION for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate.



Rash

OK TO ATTEND WITH MILD SYMPTOMS.

STAY HOME AND SEEK MEDICAL ATTENTION if rash is worsening, causing pain, has blisters, or is not healing.

RETURN WHEN IMPROVING or as guided by health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies, and pinworms, your child may return as soon as they start appropriate treatment.

TARDY ARRIVAL

In our classrooms, there is a rhythm to the day, with opening activities which prepare the child to work effectively, as well as closing activities which allow the group to end as one and to bring a sense of completion. It is essential that your child arrive at school on time to benefit from the entire class day. When children arrive late, they not only miss out on the important warm up period of the day, they enter their lessons with anxiety and worry. Additionally the late arrival is disruptive to the lesson and other students in class.

A good goal is to arrive at school 10 minutes before the morning start time to enable your child to settle in and be ready for the school day, which begins promptly. It is equally important to pick your child up promptly when the school day ends, and to properly supervise your child on campus once school is dismissed. As a school, we are committed to teaching our children the importance of timeliness.

The rhythm of the day necessitates that all students are in attendance from the very first minute of class. Therefore the School defines tardiness as arriving at the classroom door after the teacher has greeted the children and begun the school day. The school is open and schoolyard supervision begins 15 minutes before the official beginning of the school day. We strongly encourage all families to arrive early and build in a grace time in their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge you to arrive well before the bell to allow plenty of time!

If a child arrives after the teacher commences class (8:30 AM), they are considered tardy. Students arriving late should go to the office first to retrieve a tardy pass they bring with them to their class. This process ensures that later arrivals are booked in our system so that the automatic absence notification system doesn't incorrectly notify you that your child was absent. The tardy pass helps us keep attendance accurate.

If families demonstrate a pattern of tardiness, parents will be asked to meet with administration to address the problem. A tardy arrival will result in an automated call home. Significant tardiness, in excess of 30 minutes, is considered a reportable event for the purposes of determining truancy.

TRUANCY

Education Code 48260 states that a child *"who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district."* For the purposes of determining truancy, Absences shall be excused only for health reasons, family emergencies, justifiable personal reasons, as permitted by law, Board policy and administrative regulations. Letter of truancy will be drafted for students with 5 or more days of unexcused absences. If absences continue the case will be referred to the Superintendent for intervention. Even in cases of valid excuse, such as illness, students absent in excess of 10 days require a physician's note or conference with the administrator to determine the justification for the absence.

If excessive absences or tardies occur, the school may take the following set of progressive steps:

- Verbal reminders to the family from teacher or other school staff, as appropriate.
- First letter home from Administrator as a warning after the 3rd unexcused absence (5th tardy).
- Second letter home after 5th unexcused absence (8th tardy), meeting/phone call with parent
- Third letter home after 8th unexcused absence (14th tardy). Schedule and hold School Attendance Review Team meeting (attendance review for tardy).
- At 10th unexcused absence (infraction of tardy plan) a referral is made to the local Student Attendance Review Board (SARB). Meeting is scheduled and held and a SARB plan is initiated.

- Violation of requirements stipulated in SARB plan results in a referral to the Sonoma County District Attorney's office for truancy.

INTERVENTION SCHEDULE

Infraction that initiates **Truancy** intervention:

- Absent for 10% or more of the school year
- 3 or more unexcused absences,
- 3 or more tardies over 30 minutes
- Any combination of the above

If truancy intervention is initiated

At 5 unexcused days

At 8 unexcused days

At 10 unexcused days

First Truancy Letter Sent

Second Truancy Letter, phone call

Third Truancy Letter and schedule SART meeting

SART Meeting Held and SART Contract

Schedule up SARB meeting

SARB Meeting Held

Infractions that initiate **Tardy** intervention

5 Tardies

8 Tardies

14 Tardies

Attendance Plan infraction

First Tardy Letter

Second Tardy Letter, phone call

Third Tardy Letter, schedule attendance meeting

Attendance meeting & attendance plan

Schedule SART Meeting

SART Meeting Held

SARB

In accordance with law and administrative regulation, habitual truants may be referred to a School Attendance Review Board (SARB). The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321) The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321). The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

The School Attendance Review Board meets with the student and the parent/guardian to discuss the truancy and impose consequences such as signing a contract for improved attendance, referral to outside agencies for assistance, transfer from one school to another, or referral to the District Attorney's office for prosecution.

IMPACT ON FUNDING

Our Average Daily Attendance determines our level of state funding. The school loses on average \$40 for every day that a child is absent, regardless of the reason. The school currently loses \$75,000 annually due to absenteeism. Reducing absences by just 1 day for each student would save \$10,000 annually.

INDEPENDENT STUDY (IS)

There are times when a student must miss school because of family obligations, illness or a family travel opportunity that has undeniable educational value. On these occasions, teachers can provide an independent assignment plan to guide learning and study while the student is absent from class. **We encourage families to schedule trips during school vacations** and not to take lightly that the child will miss important lessons and shared experiences with their class during their absence. When absence is unavoidable there is Independent Study, which supports both your child and our school.

Families may arrange for an Independent Study plan in advance of absences to allow students to continue their participation in class work while they are away. Request forms and other information is located on our website. Requests for Independent study must be made 2 calendar weeks in advance of the absence to the office to allow time to prepare your child's Independent Study assignment. Independent study may be requested for durations of 5-14 days with a max of 15 cumulative for the year.

IS DOCUMENTATION

Two Documents are required for completion of the Independent Study:

- **Independent Study Agreement Form:** Outlines the dates of absences and the requirements for successfully completing the Independent Study. This form is due in the office, signed by the parent, prior to the start of the absence.
- **Independent Study Assignment Plan:** Upon receipt of the Agreement Form, the office or faculty will provide an appropriate Independent Study Assignment Plan. This plan describes the required assignments and projects for the student to complete during their absence. This form, along with the completed work, is due to the teacher upon return from the absence.

IS PROCESS

- Parents must complete an Independent Study Agreement Form with signature from parent & student. The form must be submitted 5 days prior to the start of the Independent Study..
- Staff provides an Independent Study Assignment Plan for the family.
- The Student conducts Independent Study according to the plan.
- Upon return to school, completed Independent Study work is turned into the teacher.
- The teacher evaluates the work.
- Office staff verifies satisfaction of requirements for the relevant attendance cycle.
- Adjustments are made to the attendance record based upon the daily credit assigned to the submitted work

■ACADEMIC PROGRAM

Harmony Union School District is dedicated to Placed Based Learning. Our curriculum is rooted in the PBL vision and objectives and district staff work continuously to integrate activities and experiences into our studies to bring PBL principles to life for our students. Whether on the trail or in the classroom, in art or in labor, students are given frequent opportunities to find relevance in their scholarship through the lens of personal experience and context.

THE ART OF TEACHING

Class Teachers are the foundation of education at Harmony (and any place of learning). Their professional expertise in learning and instruction, their creative impulse to endlessly seek new methods to unlock a child's potential, their emotional composure in the face of challenging social and behavioral dynamics, their patience with children testing boundaries and making significant mistakes, their ethical leadership demonstrating dogged dedication to your child's well being, are their daily practice. Harmony puts great trust and responsibility in its teachers, and in turn our teachers trust in our community to hold them with generosity and compassion. This does not mean that teachers, or administrators, or staff are flawless, nor that shortcomings or mistakes should be ignored, but it is essential that the community holds each other in grace, and particularly our teachers and staff, who confront numerous challenges both within the wheelhouse of learning and scholarship, but frequently outside of this realm, into the world of caregiving, emotional support, mental health, and behavioral development.

Of course, working with children, the greatest wish for the future that most humans will ever be humbled to produce, is fraught with anxiety and concern. The inescapable collaboration that is essential between home and school, parent and teacher, has the potential to become upended by this pressure.

Communication is vital in this relationship. Harmony encourages parents and caregivers to communicate with a generosity of spirit and gentle honesty. If help is needed to untie a knot, teachers and parents alike can seek support from other staff to work together for resolution.

Harmony teachers are part of a team that work together to untangle academic or social challenges in the classroom and for individual students. A phalanx of support staff, from classroom aids, student advisors, counseling staff, psychologists, behaviorists, learning specialists, administrators and others are here at Harmony to support the educational process, to shepherd the best strategies and programs for our students and teachers. We are also deeply appreciative of the many volunteers and quiet supporters in our community that lift up our staff and programs, providing the extra help, creativity, ideas and perspective to continue our growth and improvement our programs and our professional skills.

CURRICULUM THROUGH THE GRADES

Transition Kindergarten

The TK student is acquiring the fundamental skills of working together in a group: listening and following directions, completing simple assigned tasks, working independently and working with partners. TK students are developing core social emotional capacities including empathy, self regulation, resolving conflicts and playing in open ended games with all the challenge of negotiating rules and sharing equipment and friends.

Kindergarten

The Kindergarten student, particularly with a year of TK behind them, enter the class with greater confidence and agency in their learning. Able to take on tasks, help with clean up and chores, and play important roles in class, Kindergarteners are industrious folk. Play is still a major part of the curriculum, as is art and nature exploration. Reading foundations are a major focus for instruction along with the roots of mathematics. The keen observational eye of a kindergartener, comparing plants in the forest and making

connections between habitats and adaptations are their gateway to the natural processes that underpin their world around them. Scientific thinking, questioning and wonder have their seeds in Kindergarten's nature study.

1st Grade

First graders are ready to sink their wiggly teeth into school work; to venture into the world of primary scholarship. This first year in the grades program introduces students to the pace of a grade school day. The developing first graders still lives very much in the realm of imagination and feeling.

- Phonics, decoding and blending
- The value of numbers, numeracy
- Addition and subtraction, partners to 10
- FOSS Science
- Music & Art
- Gardening and Cooking
- Studying School as Community
- Local area study, mapping
- Physical Education and Health
- Social Emotional Learning
- Nature observations

2nd Grade

Second graders have adapted to the new life as young scholars and are increasingly adept at navigating the classroom and its tasks. Due to their growing awareness, their attention to others begins to grow rapidly, sometimes leading to a new meta-cognitive consideration of their role in their social groups. Social stories are an important map for children to explore the implications of their growing understanding of the complexity of other people in their lives – honesty and deceit, trust and betrayal, kindness and cruelty, mischief and order – are sharply contrasted in their life and in stories. The fables and folktales are helpful at this age as there is much material to address the antics that present themselves in their class social group..

The class teacher now works to deepen the foundations which have been laid down in first grade: Reading is increasingly moving towards fluency, vocabulary development and proslity. Ongoing work on writing progresses with the students demonstrating greater independence, launching from sentence starters and scaffolds to swimming in the deep end of the writer's pool. Arithmetic focusses on place value, carrying, borrowing, addition, subtraction and beginnings of multiplication. Social sciences focus on their expanding view of community; the roles and jobs people play in the community, the basics of economy and trade, further studies of maps and how to be a participant in community.

- Social Stories
- Writing and Reading
- Arithmetic/Times Tables
- Number Patterns
- Nature Observation
- Swimming
- Study of broader local community
- Physical Education
- Gardening & Cooking
- Music & Art
- FOSS Science
- Social Emotional Learning

3rd Grade

Third grade is often the year we notice children losing some of the sense of wonder of young childhood and the powers of innocence and imagination that go with it. The greater awareness they developed in 2nd grade and their ability to reason and consider cause and effect and discern truth from imagination, can disrupt their assumptions about the world. They are also growing stronger in their development as individuals. Adults may notice the children becoming more critical and beginning to question and test at home and at school. As magical thinking of young childhood fades they may have a sense of loss or separation from their environment, even experiencing boredom for the first time. This time is often referred to as the 9 year change and though there is a sense of nostalgia and sorrow for the loss of

innocence, the expanding ability for intellectual, reasoned thought, opens up new doors into greater wonders that await their curiosity.

- Reading for fluency and comprehension
- Developing writing structure and tools
- Grammar and Composition
- Multiplication and grouping
- Weights and Measures
- Farming and Gardening
- Gardening & Cooking
- Physical Education
- Music & Art
- FOSS Science
- Social Emotional Learning
- California

4th Grade

Fourth graders become more self-confident as their perception of the world sharpens, but at the same time their experience of the world may be shadowed with their awareness of life's struggles. Social dynamics can become more fractured and much work is done by staff to support our students in tending and mending their peer relationships. Mirroring this social theme of unity and division, mathematics dives into division and fractions. Social Science focuses its study of California and government systems. Natural history and science examines biology and geology. Students are now moving into reading with the focus on reading comprehension, and using their literacy to dive into other content areas. Students shift from "learning to read" to reading to "learn", though certainly the skill of reading progresses with focus on identifying main ideas and use of evidence to support arguments or plot.

- Local History and Geography
- Biology and Geology
- Grammar and Composition
- Essay writing
- Division and Fractions
- Physical Education
- Gardening & Cooking
- FOSS Science
- California History: First Nations, Spanish colonial era, Mexico & Gold rush
- Music and Art
- Social Emotional Learning

5th Grade

Fifth graders have achieved skill levels in basic academic and artistic work that allow them to meet new challenges with enthusiasm and energy. Physically, their bodies move with greater strength, balance, and agility. The harmony and integration of the child at this age will soon be challenged by the demands, and hesitancy or self doubt that may accompany adolescence. Fifth graders are enthusiastic about learning, eager for new challenges, and capable of hard work and creativity. They stand balanced at a point in their development where their intellectual abilities are rapidly increasing while their childlike access to imagination and creativity are still unbridled.

- Age of Exploration, Americas, First Nation Peoples
- North American Geography
- Decimals/Fractions/Algebraic Thinking
- Astronomy, Biological systems, Geology
- Literature study
- Advanced Essay, Poetry and Prose
- Music and Art
- Physical Education
- Social Emotional Learning
- FOSS Science

6th Grade

Sixth graders are feeling the influence of the approach of puberty. As the long bones of the limbs begin their growth spurt and the children are increasingly aware of their bodies, and with it a level of self-conscious introspection, and at times, melancholy. The onset of adolescence and increasing capacity for discipline and tenacity are their contrasting gestures of stubbornness and independence.

Thematic blocks work through many of the ancient civilizations. Students are focussing on the foundations of human society, the development of systems of laws, agriculture, economies, science, art, philosophy and technology. The concept of progress, and of social evolution, is punctuated by the more adult understanding of the real hazards of civilization's tumult and upheaval. The potential for suffering and injustice, and the thread of human perseverance and hope through great adversity and loss.

- Mesopotamia and Early Civilizations
- Ancient Egypt, India and China
- Greece and the Roman Empire
- Meteorology and Climate
- Zoology and Botany
- Ecology
- Systems of Equations/Fractions/Percent
- Music & Choir
- Class Drama Production
- Paleo Skills and Outdoor Education
- Team Building
- Interscholastic Athletics
- Art

7th Grade

Seventh graders are increasingly experiencing themselves as individuals with tastes and impulses of their own. They rightfully challenge accepted practices and ideas in order to understand and participate in a more independent way. At a time when their center of gravity is experienced differently and a physical lethargy can be felt, the students dive into the foundations of the renaissance, the age of reason, and the deepening understanding of the process of scientific inquiry. Though great amounts of individuation occur at this age, so much of it is cloaked in a seeming uniformity of dark toned hoodies and loafers...a cocoon for their metamorphosis into early adulthood.

- Medieval Era in Japan, Islam and Europe
- Age of Exploration
- The Renaissance
- World Geography
- Algebra/Area/Volume
- Health and Nutrition
- Physics
- Chemistry
- Biology
- Choir
- Advanced Band
- Student Leadership
- Drama (Middle School Production)
- Interscholastic Athletics
- Culinary Arts
- Earth Sciences

8th Grade

Grade eight has as its guiding principle the sense of completion of all that has gone before. The students themselves are in the process of completing their passage from childhood into the territory of youth, where they will enjoy greater perspective, sharper powers of observation, and growing critical faculties. From this new vantage, with their new capacities, the students can develop the scope and the perceptive abilities to recollect, and to connect, to see relationships – abilities which make it possible to build a comprehensive picture whether the subject is history, physics, or math.

- Colonial America
- Revolutionary War
- American Expansion
- Civil War and Reconstruction
- Industrialization and the World Wars
- Grammar/Composition
- Geometry & Algebra
- Anatomy and Physiology
- Physics
- Chemistry
- Choir
- Advanced Band
- Student Leadership
- Drama (Middle School Production)
- Interscholastic Athletic
- Culinary Arts

PBL DEVELOPMENTAL PROGRESSION

TK-SECOND GRADE:

Connection to nature, “On your campus”

Place based education in the primary grades is focused largely on nurturing positive experiences in nature and the surrounding community through play, exploration and structured learning experiences. Students in the early grades spend time in the garden, play in the Dragon Playground (a student-created natural playscape), hike the nature trail, and become familiar with each of the three natural habitats on the school’s site. They are introduced to concepts through hands-on exploration and thematic instruction. They connect with their local community through field trips and classroom guest speakers. During these early years, our students build a deep and lasting connection to their campus and develop the skills to comfortably observe outdoors.

THIRD-FIFTH GRADES:

Observation, understanding, scientific processes “In your community”

Once the students have developed comfort and connection to their place, they broaden their learning in both geographic and scientific realms, and their studies become more complex. For example, they conduct a seed study, research Northern California owl habitats, learn about steelhead and participate in a release project, engage in a study of marine ecosystems, practice natural journaling, and continue to engage with the campus regularly. These students expand their definition of place, learning about and exploring Sonoma County, California and the United States. Our students build upon their exploration by learning specific observation practices through the scientific method and process, and through data, begin using those observations to understand the mechanisms behind fundamental ecological and social processes.

SIXTH-EIGHTH GRADES:

Evaluation, action “Your global community”

The upper grades build upon observation and understanding to evaluation, synthesis, and action. They take on leadership roles by teaching younger students, such as in the “big buddy/little buddy” program, Climate Action Club, service learning, and hosting an Earth Day Climate Change Teach-In. Their study becomes more global; students study state, national, and global environmental and social issues and engage in advocacy for environmental causes. Speakers from a variety of professional fields are brought in regularly to broaden students’ knowledge and their ideas of possible place-based careers. There are two dedicated PBL enrichment classes during the year for 7th and 8th graders to do meaningful PBL work on campus such as tree planting and natural building projects. Through these experiences, our students can think critically, have a strong sense of place, have social empathy, and are empowered to act on complex social and environmental issues.

PHYSICAL EDUCATION AND HEALTH

Harmony students participate in PE activities in all grades. Starting in Kindergarten students work with the PE teacher developing balance, coordination and strength. Throughout the years new games and activities are introduced to improve student health and well being, and develop the cooperative skills to play in a productive and emotionally supportive way. Understanding what positive competitive play looks like, the importance of sportsmanship and of the reciprocal relationship of players on the same and opposing teams are crucial to the PE curriculum. Developing an understanding of the body, physical fitness, exercise and self care are also key components to our curriculum.

For PE classes students are expected to be dressed appropriately for play, follow the rules of the game, and support all students in game play in a positive and supportive manner.

MUSIC

The formal music program begins in Kindergarten and continues through 8th grade. The music program includes both voice and instruments, though the voice is a primary tool for exploration. Early years begin with instruction in pitch and rhythm. As students progress through the grades, different musical instruments are explored including a host of tonal percussion instruments, recorders and ukuleles. In the intermediate grades students are introduced to traditional band and orchestra instruments along with musical notation and study of the many genres and cultural expressions of music around the globe. The program culminates with Advanced choir and band in the middle school, integration in the middle school play, and in the schoolwide Harmony/Salmon Creek Marching Band that participates in local parades.

GARDEN AND FARM TO TABLE

The Farm and Garden program and its associated culinary arts strand are a key component of place based learning, and the heart of our school identity. The school garden has been built by many hands over the decades. Numerous art and construction projects springle our exemplary school garden that is perhaps the best such example in California. Our garden coordinator and assistant provide both instruction to our students as well as constant management of the garden, both as a teaching space and as a real production farm. The produce supported and harvested by students and our amazing staff goes into our food service program, as salad fixings, pesto for pasta, and ingredients in sauces and main courses.

Students also have the opportunity to turn the bounty of the garden into their own food. Cooking classes, recipe experiments and tasting activities occur throughout the grades. A competition for best dressing occurs in the upper grades with the winning recipe featured in the salad bar.

Volunteers are always appreciated in the garden. It takes a great deal of labor and love to keep such a thriving program growing.

TEXTBOOKS AND MATERIALS

Harmony reviews and updates its adoptions to meet the needs of its students and update content to fulfill progressive improvement in curriculum standards and frameworks. Current materials include:

English Language Arts: Heggerty Reading, Writers Workshop, Writing Without Tears

Social Science: TCI History Alive

Science: FOSS, TCI Science

Math: Bridges, Illustrative Mathematics

Health: TCI Health, 3R's Puberty and Reproductive Health

SEL: Second step, Character Strong, Welcoming Schools

Assessments: Fountas and Pinnell, Dibbles

Software: Lexia, IXL, ALEKS

Hardware: Chromebooks and iPads

HOMEWORK

Harmony appreciates the need for students to have ample play and discovery time at home. Homework across the grades averages around 5-10 minutes per grade level per day as approximation of time commitment required. As students age into the grades, small activities may be sent home with children to engage parents in their child's explorations. As students progress in age, some assignments not completed in class may be sent home for extra support along with weekly practice exercises. By middle school students will have assignments posted in Google Classroom that require several days or weeks to manage. Harmony's goal is to prepare students for the scholastic demands of high school and higher learning. Communication between teachers and parents is essential as we work together to support student development of executive function and planning skills for longer assignments.

ACADEMIC INTEGRITY

We encourage collaboration between and among students, but ask that their work on individual projects and assignments be their own. Behaviors such as copying work from another student when the assignment was intended to be a student's original independent work, cheating on a test, plagiarizing a published source without properly citing the reference, or falsifying information (such as a parent signature) are antithetical to maintaining academic integrity.

With the advances in AI and creative language tools is posing a significant challenge in this area. Though AI may offer benefits in some areas, it presents numerous risks for student learning. The temptation to use generative AI instead of struggling through a writing assignment will be strong. The writing process is a training ground for improving reason and artistic expression. The struggle to form prose that truly communicates the student's thoughts is crucial to the development of their critical thinking, communication skills and executive function. Handing over the responsibility to a computer offloads any of the instructional benefits of writing assignments. If students are found to be using AI generated text, students will be required to repeat the assignment. Further intervention will be provided if the use is repeated.

■EXTRACURRICULAR ACTIVITIES

ATHLETICS

Harmony is part of an interdistrict sports league with many west county schools participating. Students in grades 6-8 are invited to participate in league play. The sports offered include:

Fall:	Boys Flag Football	Girls Volleyball	Cross Country
Winter:	Boys Basketball	Girls Volleyball	
Spring	Boys Volleyball	Girls Flag Football	

Sometimes the teams are leveled by grade, sometimes multigrades participate on the same team. Given that Harmony is a small school, it can be a challenge to field a full team for all grades. In this case one team may be composed as a multigrade team, however students are only allowed to play UP in grade level not down.

- The league is clear in its support of transgender student participation; students play in whichever program conforms to their gender identity.
- Travel to games is generally via volunteer carpool, though bussing sometimes occurs. The athletic Administrator and team coach will provide information for coordination.
- Coaches are always needed. If you have an interest and ability in coaching, please contact the Athletic Director for more information.

MIDDLE SCHOOL PLAY

A major tradition at Harmony is our annual middle school play. Each year our 7th and 8th grade students spend their winter trimester producing a large scale performance. Students learn set design, lighting and sound, costuming and the basics of acting and stage presence. The full middle school team of staff collaborate in this work supported by a host of parent volunteers. Early dress rehearsals are presented to the younger grades and the public performances are then held during the culminating weekend.

The bonding that occurs throughout the play for our middle schoolers is significant. The play functions as a significant team building project for our students, and a milestone in their experience at Harmony. Parents with an interest in supporting the program are encouraged to contact staff in the fall to assist with the project.

MIDDLE SCHOOL DANCES

Harmony joins with several other small west county district's to host interdistrict dances throughout the year. Typically 4 are held annually with Harmony hosting a dance in the spring. Student's who wish to attend a dance must provide a signed permission form their parent or guardian, as well as receive endorsement by the Principal to attend. Travel to dances is a family responsibility, though carpools are common. Generally 6th through 8th grade students are invited to attend. Information about upcoming dances will be distributed by middle school teachers and the office. Completed permissions slips are turned into the office. A small ticket fee is charged by the student council as a fundraiser. If this presents a challenge for your child to participate, please contact the office.

FIELD TRIPS

Field trips are an important supplement to our regular curriculum. The teacher follows a set procedure for requesting approval for a field trip. Parents are often asked by the teachers to attend the field trips to help with driving and supervision of the children while off campus. Parents wishing to attend a class field trip are subject to teacher approval and fingerprinting requirements.

Transition field trips offered throughout the grades include:

Peanuts Museum

Children's discovery museum
Luther Burbank Center for performing arts and presentations
Local Farms
Local Natural History Points of Interest
Habitat restoration
Ropes courses and team building
Swimming classes at Ives
Art Museums
Science and Natural History Museums
Historical and living history Museums and centers
Preserves, Regional, State and National Parks

Overnight Trips generally begin in 4th or 5th grade. Some overnights may include trips to the Sierras, Pinnacles, Yosemite, Monterey Bay, Point Reyes and others. Overnight trips are significant productions and require a great deal of volunteer support. If you have experience or interest in this area, please reach out to your class teacher to offer your help.

Field trips are sometimes the most cherished events that graduates recall years later. They are precious opportunities to build class culture and stretch student's experience and confidence. Though they often come at a high cost to the district via transportation, tickets, and staffing, they are valued for all of the benefits they bring. No fees are charged for any field trip, but donations are gratefully accepted to support our field trip program. Please consider making a donation for field trips to SHARK, or signing up for a monthly pledge to support these opportunities.

PERMISSION FORMS

For standard field trips, specific permission forms will be sent home at least 2 weeks prior to the field trip. This form will include the date and time, location and activities your child will participate in. This form must be turned into the office 1 week in advance of the field trip. Emergency Contact and Consent To Treat form must be current or the child will not be allowed to attend the trip.

VOLUNTEER TRANSPORTATION

Some field trips utilize transportation provided by parent drivers. Parent drivers must have filed the required Volunteer Driver form; provide proof of current registration and adequate auto insurance, and a copy of their driver's license two weeks prior to the field trip.

Students age 11 and under must sit in a rear seat with a shoulder belt. Appropriate passenger restraints, including booster seats if necessary (Under 8 years of age or less than 4'9"), are required of all passengers. Volunteer drivers shall not deviate from the mapped directions. Field trip drivers are provided with emergency forms for the children they are transporting.

If you are interested in being a driver on a school sponsored field trip, please fill out and submit the following forms and information:

- Application to Drive Private Vehicle for School Function
- Required supporting documents:
 - Copy of Driver's License
 - Copy of vehicle insurance policy (not the insurance card) with the following coverages:
 - Bodily Injury/Combined Single Limit \$500,000
 - Property Damage: \$100,000
 - Medical Payments: \$10,000

You can email the filled PDF and required documents to the Office Manager.

All information must be received in the office at least 2 weeks prior to the date of the field trip.

Application and information remain valid for one year, or until license, insurance policy or registration expires. Waiver to drive your own child on field trip-please complete this form if you are transporting your own child ONLY on a field trip

BOOSTER SEATS AND CAR SEATS

Any student who is driven in a car on a school-sponsored field trip and meets the California legal requirements for car seats and booster seats, **MUST** have one in the vehicle they are being driven in. It is the law. Please click on the link regarding the Ca car seat and booster seat law to see if your child needs one.

California Law

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360.)
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt. (California Vehicle Code Section 27363.)
- Passengers who are 16 years of age and over are subject to California's Mandatory Seat Belt law.

When can a child graduate to a booster seat?

California law does not address graduation time from a five -point harness to a booster seat. In the interest of safety, do not rush to move a child into a booster seat before they're ready. Each time you "graduate" your child to the next seat, there's a reduction in the level of protection for your child. Keep your child in each stage for as long as possible.

A child is ready for a booster seat when they have outgrown the weight or height limit of their forward-facing harnesses, which is typically between 40 and 65 pounds. Read the forward-facing car seat's owner's manual to determine height and weight limits and keep your child in a harnessed seat for as long as possible.

Children at this stage are not yet ready for adult safety belts and should use belt-positioning booster seats until they are at least 4'9" and between 8 and 12 years old. Safety belts are designed for 165-pound male adults, so it's no wonder that research shows poorly fitting adult belts can injure children.

CARPOOL SAFETY

- The vehicle must be in good repair with adequate fuel.
- Pick-up and drop-off children only at school.
- Do not make detours for errands while chaperoning students.
- Insist that each child is buckled up in individual seat belts and that the doors are locked before starting the motor.
- If possible, lock the power window and door controls from the driver's seat. Set rules and maintain strict discipline in the car. Do not allow talking or behavior to become a distraction to your driving.
- Pull over if any child in the group gets out of control.
- Do not play the radio or tapes, or use the cell phone while you drive. It will allow you to monitor the children better and to concentrate on your driving.
- Remove hard or heavy objects from the interior of the car during the trip. Loose objects can pose a danger during a crash.
- Have emergency contact and health information for each child who rides in your car.

- Make sure your car is equipped with a well-equipped first aid kit; the office has kits you may borrow if you feel yours is inadequate.
- Be sure your insurance coverage is adequate, up-to-date, and filed with the school office if driving for a school function.

FINGERPRINT SCREENING INFORMATION

Field Trip Volunteers are required to complete fingerprint screening. Fingerprint screening can be obtained at the following locations:

- Sonoma County Office of Education Reduced cost Wed- call for an appointment
- Sebastopol Police Department- may incur a fee
- Any Livescan office- may incur fee

FINGERPRINT FORM

Fees for fingerprinting may be reimbursed for some individuals. Please contact the office for more information. Once fingerprints have been cleared, volunteers may begin working with students. If you have been fingerprinted for Harmony Union in the past, you do not need to be fingerprinted again. If you have been fingerprinted for another agency, you still need to be fingerprinted for Harmony Union.

CHAPERONES

Parents may be asked to chaperone a class field trip. Parent chaperones are responsible for the safety and supervision of students and support of the teacher during the trip. Parents must be cleared through the office for participation.

SIBLINGS

Siblings, including young children, are not allowed on field trips. The school's insurance carrier does not allow their participation. Chaperones must be fully available to attend to the students on the field trip without the potential need to attend to another child.

8TH GRADE TRIP

It is a Harmony tradition for the 8th grade to celebrate the culmination of their educational journey with a class trip. The trip is chosen and developed by the middle school team in collaboration with the Superintendent. The purpose of the trip is to provide a culminating experience for the students as they prepare to depart their primary school experience. Trips frequently feature group initiative, experiences in nature, play, contemplation, and ceremony. The 8th grade trip is a more expensive venture that often requires additional fundraising. Donations may be made to SHARK in efforts to fully fund the field trip program.

■ PROGRESS REPORTS & ASSESSMENT

ACADEMIC PROGRESS REPORTING

Student progress reports and parent conferences provide important information for parents to monitor child progress and development and support the academic work of their children at school. Progress reports are available through the AERIES Parent Portal on the release date. Progress report releases occur 2 weeks after the end of the preceding Trimester. A parent square notification will be sent home when progress reports are posted. Marks are a 1-4 scale with the following Definition:

1. Emerging
2. Developing
3. Proficient
4. Advanced

Elementary: TK-5th Grade

In the early grades, a standards based report card outlines the major areas of growth targeted for the school year.

Middle School: 6-8

The standards based report cards transition to a more traditional report card in grades 6-8, with letter grades making their entry alongside some remaining standards based domains.

Grading Periods

The Fall Trimester closes around the first week of November. Fall progress reports are sent home two weeks later, generally near Thanksgiving break. A second session of parent teacher conferences is held in February with Winter Trimester report cards sent out in March. The Spring Trimester report card is sent home in June. Parents may request additional conferences as needed.

PARENT/TEACHER CONFERENCE

Parent/teacher conferences are held in October and again in February. The purpose of the conferences is to facilitate communication between school staff and caregivers, provide updates on student progress and discuss important context for student development. Parents may request additional conferences as needed.

STATE TESTING

Our school is required to administer the state-mandated tests from 3rd through 8th grade. Since Harmony Union School District follows the developmentally based Placed Based Learning curriculum, our instructional scope and sequence is different from the pattern assumed by the creators of the STAR and other state assessments. In general, early grades are more out of sequence than later grades. Test performance throughout the grades demonstrates this early grade bias. By middle school our classes perform very well on state testing, surpassing peers at neighboring schools.

While we don't measure a student's learning solely by state mandated tests, we do find the results helpful in tracking student performance. Test results also provide important feedback that assists in identifying areas of instruction needing improvement. In addition, as a publicly funded Union School District school, the STAR test is a measure by which our Union School Districting body, Petaluma City Schools, and the Department of Education consider our success. It is helpful to demonstrate to those in the public realm who are unfamiliar with Placed Based Learning education, that our students do well by state measures as well as our own.

■LEARNING SUPPORT

LEARNING SUPPORT

The first step for accessing learning support is a discussion with your child's teacher. Initially, the teacher will attempt interventions and accommodations through lesson design and in class assistance. If the child continues to find difficulty, it is best to broaden the conversation to look at other supports. The first step in this process is holding a Student Study Team (SST) meeting.

STUDENT STUDY TEAM (SST)

The first step for accessing learning support is a discussion with your child's teacher. Initially, the teacher will attempt interventions and accommodations through lesson design and in class assistance. If the child continues to find difficulty, it is best to broaden the conversation to look at other supports. The first step in this process is holding a Student Study Team (SST) meeting.

The Student Study Team is composed of the Class Teacher, Superintendent, Parents, and other relevant staff as needed. The team meets to discuss academic, social, or behavioral concerns. This meeting is an opportunity to share observations of student performance, examples of student work, and results from recent assessments to build an understanding that can guide a response to the concerns. Teachers frequently initiate SST meetings, though parents may request an SST meetings as well. Parents should contact their teacher to discuss if an SST would be helpful.

At the SST, the team will discuss ways to support the student in their struggles and monitor the response to attempted interventions. The outcome of the SST is often a new understanding of the needs of the student, and a new set of tools that may support them. Several SST meetings may be held for a child over time. SSTs can be held to track progress and make adjustments to interventions over time. As a child's progress improves, the need for SSTs may diminish. There are times when the child does not respond to the interventions attempted through the SST process. If a child demonstrates persistently slow academically progress, this could be a sign of a deeper learning issue. In this case, additional assessments may be explored to determine other services that could assist the student.

504 PLANS

504 Plans are offered under Section 504 of the American with Disabilities Act. A 504 Plan may be necessary to support students with medical disabilities that adversely impact their ability to learn. For example, students with a significant vision deficiency may need specific accommodations to satisfy their needs. Alternatively, a person with reduced mobility may have unique needs that could be addressed through specific 504 accommodations. If your child has a medical condition that significantly impacts her learning, it is important for the teacher and school staff to be made aware of the condition. Most situations do not require a 504 Plan, but in some cases, a 504 provides formal support for students in need. Questions regarding 504 Plans should be directed to your Teacher or Administration.

SPECIAL EDUCATION

Harmony Union School District provides a spectrum of services and placements for students with IEP eligibility. Children who are potentially eligible for these services, or who have a current Individualized Education Program (IEP), receive evaluation and/or ongoing support in a manner that is in compliance with the Individuals with Disabilities Education Act, and that meets the specifications of his/her Individualized Educational Program. The IEP team, composed of caregivers, teachers, administrator, resource specialist program teacher and school psychologist develop plans for assessments and evaluate results and observations to determine eligibility and identify relevant supports. If a student is identified as eligible for special education services, and the parent/guardian consents to the provision of such services, then an IEP

will be drafted. This plan may include interventions that were already in place under Student Study Team plans, or it may include additional services or placement changes specific to the student's needs. The IEP guides instruction for one or more subject areas, and may last for several years. The plan is updated annually, and every three years students are re-assessed to consider eligibility..

MULTI-TIER SYSTEM OF SUPPORT-MTSS

The Board of Education desires to provide high-quality, data-driven educational programs to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. This multi-tiered systems framework and approach composed of academic, behavioral, and social interventions and supports will strengthen schools to be safe, caring and effective learning environments for ALL members of the school community. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

STUDENT RESOURCE TEAM

Harmony has a multi Tiered system of academic, social, emotional and behavioral support managed by the Student Resource Team which is composed of the Principal, Assistant Principal, Counselor, School Psychologist, Student Advisor, Intervention Coordinator and Special Education Resource Specialist. The team meets twice weekly to manager referrals, provide

INTERVENTION SUPPORT SERVICES

When students are found to be struggling in making academic progress, referrals may be made to the intervention support team for targeted support. Supports may include additional small group tutorials or one to one supplementary instruction. Intervention Teachers are specialists in our teaching community with expertise in reading and math development. The team is also integral in conducting our benchmark assessments throughout the year.

ACADEMIC COACHING TEAMS

In a multi-tiered system of support, in class instruction is the foundation of the learning process. The challenge with classroom wide instruction however, is the great diversity of student proficiency that may be present in the same room. To improve the relevance and congruence of instruction, the academic Coaching Team model is used in the elementary grades to provide homogenous small group instruction as a core process for instruction. Having students in a small group with peers that are at a similar level of proficiency has been demonstrated to increase student academic risk taking which results in faster academic growth.

HOMEWORK CLUB

For students in grades 4 and up, students who need extra help on assignments may request to attend homework club. Teachers may also make referrals to homework club for students who need assistance with work completion or who need tutorial support. Homework club is held in the library after School MTWF from 3:15 to 4:30 and Thursday from 1:15 to 2:30.

■STUDENT CULTURE

SOCIAL SUPPORT

At Harmony, we offer compassionate conflict resolution strategies, recovery opportunities when mistakes are made, and counseling by staff for moments of crisis or frustration. Effective social support begins with healthy listening and speaking skills, empathy development through mindfulness, awareness of personal feelings, and problem solving to resolve conflicts. Social support is a broad process that involves many different activities across the campus and school year: Skits and stories are used to teach appropriate behavior and life skills. Restorative conferences provide a forum for conflict resolution. Class circles allow students to discuss recurring issues that need peer support to remedy. Character development and clear discipline practices provide the structure and boundaries for children to feel safe and grounded. Social and emotional support permeates every activity at Harmony from main lessons to our festivals.

SOCIAL EMOTIONAL LEARNING (SEL)

Harmony employs Social Emotional Learning Curriculum throughout the grades to build student capacity and skill in managing conflicts, improving self regulation, building executive function, expanding communication skills and increasing inclusion and healthy social engagement. SEL programs have seen significant development over the past couple decades. CASEL, the Collaboration for Academic Social and Emotional Learning, is an organization that has spearheaded



SEL development. Harmony uses several CASEL aligned curricula to support SEL goals including **SPOT** for primary grades, **Second Step** for grades K-8 and **Character Strong** in grades 6-8. Lessons are taught during class circles in the lower grades, or during student advisory in middle school.

PYRAMID MODEL

The Pyramid Model is a comprehensive, multi-tiered framework of evidence-based practices that promotes the social, emotional, and behavioral development of young children. More Information on the Pyramid model may be found here: <https://challengingbehavior.org/pyramid-model/overview/basics/>

The guiding principles of this model include promoting skill building with enough intensity to affect change, implementing strategies in the context of naturally occurring routines and environments, and modifying strategies so they are responsive to the cultural and linguistic diversity of families and children. The Pyramid Model is not a curriculum, but rather a framework to promote social-emotional development. The Pyramid model was developed for an early childhood setting, but its principles translate to upper grades as well. Key components include:

A Nurturing and Responsive Relationships

We know that nurturing and responsive relationships are essential for healthy social-emotional development. For the Pyramid Model, 'relationships' includes children, families, and team members. For instance, it is important that caregivers develop positive relationships with the children in their care, with their colleagues, and with the families they serve. It is crucial for all young children, including those with the most persistent challenging behaviors, to have access to positive, supportive relationships with their caregivers and peers.

A High-Quality Supportive Environment

The second component of the Pyramid Model's first tier is a high-quality, supportive environment. This includes the physical design, environmental cues (such as visuals), schedules and routines, carefully planned

transitions, promoting engagement, making adaptations and modifications so all children can participate, and keeping classroom rules simple and positive.

Positive Descriptive Feedback

PDF encourages learning and emphasizes “feedback” rather than praise or reinforcement because children need to understand what they have done and why we are acknowledging it. Statements like “good boy,” “excellent job,” and “well done” are examples of praise that provide non-descriptive feedback. The child may respond positively to this kind of praise but it does not help the child understand anything about his behavior or skills. Positive descriptive feedback provides information about the behavior and is a powerful strategy for teaching new skills. These are some recommendations and considerations for using positive descriptive feedback in the classroom.

CLASS CIRCLES

Class circles are the backbone of our social support, weaving together active listening, mindfulness practices for empathy development and honest and respectful communication. Class circles are held in grades 1 through 8 to discuss issues of concern or conflicts in the social group. The Superintendent visits class circles as necessary to support the development of healthy communication and trust in the class environment.

CONFLICT RESOLUTION

Teachers and the administrative staff will provide small group or paired conflict resolution when necessary. Restorative Resource questions guide conflict resolution conferences to support students in the development of empathy, and resolve their suffering, and identify solutions. Positive adult response to students in conflict is important to the development of trust and understanding in our children. Nothing is more important than a student’s sense of safety and harmony with their peers.

SAFE SCHOOL AMBASSADORS

The Safe School Ambassadors Program (SSA) is our evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment. It is considered a social-emotional learning program (SEL) and has been approved by many school districts as meeting their required SEL criteria.

The SSA Program is a student-centered model that educates diverse social leaders with the skills to prevent and reduce bullying. It is the nation’s most effective student-led bullying prevention program.

The Safe School Ambassadors Program relies on the “inside-out” approach to improving school climate. Student bystanders see, hear, and know things adults don’t, can intervene in ways adults can’t and are often on the scene of an incident before an adult. They are a critical and necessary resource for positively impacting the crisis of bullying in our schools.

Sample Questions/Topics for Community Building

CIRCLES

Example Circle Guidelines:

- Respect the talking piece: everyone listens, everyone has a turn.
- Speak from the heart: your truth, your perspectives, your experience.
- Listen from the heart: let go of stories that make it hard to hear each other.
- Trust that you will know what to say: no need to rehearse.
- Say just enough: without feeling rushed, be concise and considerate of the time of others.

Getting Acquainted

- Share a happy childhood memory
- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name one thing or person who always makes you laugh.
- What do you like to collect?
- If you could have a face to face conversation with anyone, who would it be and why?
- Describe your favorite weekend activity.
- Describe your favorite place.
- If you could change anything about yourself what would it be?
- What is your favorite color?
- What is your favorite thing to eat?
- What is your favorite movie?

Check-in Circle

- How are you feeling today?
- What was a highlight or a low point of your evening/weekend?
- What is something that you are looking forward to today or this week?
- What is one thing you would like to accomplish today?
- What was the biggest challenge you had in completing your homework?

Check-out Circle

- What was your favorite thing about today?
- What are you looking forward to the rest of the day, this evening, or this weekend?
- Give a compliment to someone for something they did well this week.
- Talk about one of your academic goals, and how you furthered that in class.
- Tell something fun or funny that happened to you today.

www.restorativeresources.org

The Safe School Ambassadors Program harnesses the power of the socially influential leaders of a school's diverse cliques; the ones who shape the social norms that govern other students' behavior. These leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends.

The recruited students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the skills and tools to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program.

STOPIT REPORTING APP

STOPit is a student safety program providing easy, anonymous reporting of safety, bullying or threat concerns to school staff. Students may access the STOPit app in any school issued chromebook using the installed application link, or any other internet enabled device by going to the STOPit website at the following link:

<https://appweb.stopitsolutions.com/login>

Then enter the school code: HARMONYUNIONSD

Access to the reporting site can also be gained by using the QR code adjacent.

An app is also available for both Google and iOS.

STOPit Process:

1. Submit a tip via mobile app, website or 24/7 phone hotline
2. Incident Response Center monitors and reviews your submission
3. School Administrators receive and act on tip submission



Reportable incidents include:: Bullying, Cyberbullying, Harassment, Violence, threats, or weapons possession, Alcohol or drug related issues, and Discrimination

WELCOMING SCHOOLS

Harmony Staff have been trained in the Welcoming Schools program. Welcoming Schools is a comprehensive bias-based bullying prevention program that provides LGBTQ+ and gender inclusive practices, lesson plans, resources. The program recognizes the uniqueness of each family and gently helps children of many family contexts to feel comfortable and welcomed, not in spite of their differences but acknowledging them with honor. Harmony is a gender inclusive school dedicated to, preventing bias-based bullying, and supports transgender and non-binary students as they are..

DIVERSITY, EQUITY AND INCLUSION

There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome in our schools. Harmony faculty and staff recognize that we are a multi-racial, multi-ethnic, multilingual school district, and understand a key component of our mission is to provide a positive, harmonious environment in which respect for the diversity of individuals within our school community is promoted. It is our diverse heritage and cultural lineages that strengthens us as a society. E Pluribus Unum, "From Many, One"...the motto of the early states as they joined to form a more perfect union.

To this end, Harmony works to educate students on the nuance and reality of living in a diverse society. The necessity of tolerance and civility, the importance of recognizing difference, not as a pathway to

separate people from each other, but as a path to acknowledging the uniqueness of each person and how their uniqueness is both personal and cultural. Ultimately understanding how to appropriately provide equity in a dynamic society.

NON DISCRIMINATION

Harmony Union School District prohibits, at any district school or school activity, discrimination, harassment, including sexual harassment, intimidation, and bullying, based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics.

Harmony will not tolerate behavior by students, staff or visitors which insults, degrades or stereotypes any race, gender, disability, physical characteristics, ethnic group, sexual preference, age, national origin or religion.

COUNSELING

Harmony's full time counselor and access to supplementary therapy services provides students an additional system of support throughout their development and growth at Harmony. The counselor supports the SEL program, provides instruction to students in classes at all grades, including the middle school advisory. The counselor runs friendly lunch bunches, inviting students in need of peer connection to build connections and healthy relationships. The counselor works with children experiencing trauma or school avoidance, developing support plans and coordinating check ins and services for students to support their emotional well-being. The counselor also provides resources for families and works closely with the student resource team to monitor the full population of students, identifying students in need and connecting them to services.

GROWTH MINDSET

"If you miss a goal into an open net it's not the end, it's the beginning" (6th grade student).

The psychologist Carol Dweck explored what quality has the greatest impact in learning success. She discovered that it wasn't some fixed measure of talent or smarts. She instead found that it was the student's mindset...their belief about how the learning process looks and feels...that made all the difference in the world. Dweck eventually described 2 contrasting mindsets that many people hold about learning. She explained:

"In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort."

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." (Dweck, 2015)

One of the greatest challenges we face as educators, and as parents, is how to help a child that is "stuck" continue the learning process forward and not give up part way through. What Dweck states is that the actual process of struggling; the discomfort of "this is hard" or "I don't get it" is not a failure in learning...but an essential aspect of learning itself...in many ways it is the doorway through which learning

occurs. Which is a long way of saying that we need to help our children learn how to struggle with courage and hope.

Learning is Hard

And unfortunately, even at an early age, students begin to develop a self conception informed by their perceived struggles or achievements relative to their peers. This is why so much care goes into providing a class experience that reaches students where they are and provides a more tailored path to their own growth. This concept informs Harmony's Academic Coaching Team model and the many tiered supports for academics and social and emotional development that Harmony has established.

The important lesson for students is that the struggling is the learning...the momentary failures or mistakes? That is the learning process happening! Though we often measure our success as parents or educators on the "AHA!" moments...the most important moments we should be leaning into are the "UHHHH?" moments. This is where the crucial capacity for resiliency and persistence are trained. This is where we must build dogged optimism into our little learners. Learning is a marathon, and we must condition our expectations around the learning process to prepare us to successfully stretch our performance.

Harmony's philosophy is built upon this foundation::

1. Our capacities are not fixed: If we **truly** hold this view, we will be more effective in our personal growth and learning.
2. Resilience, persistence, and dogged optimism through the struggle is what REALLY drives learning.
3. A failure is not an endpoint, it is a starting point for our next leap forward.

Whether a student holds a fixed mindset or growth mindset significantly impacts their learning experience—from elementary school to high school. Students that hold a fixed mindset give up when they can't solve a problem and admit defeat. This can be detrimental to students' future efforts and leads to limited student growth. With a growth mindset, students continually work to improve their skills, leading to greater growth and ultimately, success. The key is to get students to tune into that growth mindset. Our interactions with students impacts their attitudes about their own learning process.

"In the fixed mindset, everything is about the outcome. If you fail—or if you're not the best—it's all been wasted. The growth mindset allows people to value what they're doing regardless of the outcome. They're tackling problems, charting new courses, working on important issues. Maybe they haven't found the cure for cancer, but the search was deeply meaningful," (Dweck, 2015).

Resources for exploring Growth Mindset include:

- Mindset by Carol Dweck
- Grit by Angela Duckworth
- "How to Develop a Growth Mindset" by Trevor Ragan
<https://www.youtube.com/watch?v=V7XjFTTrPl6o&t=0s>
- "The Process, a Year of Growth Mindset at Mineola"
<https://www.youtube.com/watch?v=PnDv9K8dXP8>

HARMONY VALUES

THE 5 ENDEAVORS

The Harmony Blossom represents the cluster of 5 Endeavors that Harmony Union School District recognizes as key to personal well-being, social health and scholastic achievement. The pursuit of each endeavor is essential to successful development, from kindergartener to graduate. The Harmony Blossom and its constituent petals are rooted in the concept of Growth Mindset, that each moment in life is an opportunity for learning, and that through challenge and intentional focus we expand our ability.



Nourish speaks to the foundation of health, balance, self care and wellness necessary for growth. It is obviously connected to nutrition which is poetic given our school's emphasis on farm to table and environmental stewardship. The word also suggests a directive to nourish others. To "nourish" is to provide the conditions necessary for learning.



To Wonder is to become inspired, to ponder, to question, imagine, contemplate, discern and consider. Curiosity and intrigue is the root of discovery. To Wonder is the act of embarkment, it is the doorway to the path of learning.



To Strive is to take the initiative, surrendering to the inevitability of mistakes, committing to the discipline of practice, persisting through obstacles, and struggling through the doubt. Striving is the force of movement through the path of learning. To strive is to activate aspiration through grit, focus and determination.



To Connect is to become aware of the relationship between things, between the self and others, and between facts or concepts. Within the context of learning, it represents the synthesis of ideas and information into coherent models. To connect is to cohere, to bind together the many teachings gathered on the learning path. It is to understand the meaning, comprehending the significance, of the path itself.



To Create is to explore personal experience, perspective and understanding. Creating is both a culmination of prior learning and is the start for deeper, meta-cognitive exploration of meaning and significance. To create is to birth meaning into the world (either privately or publicly) in story, art, or performance. Creating is the sharing of the self and engagement in the unfolding of the world as a participant. To create is to become a maker of paths, a builder of new learnings.

3 PRACTICES

The 3 Practices describes our individual commitments necessary for well being all

Be Safe and Caring to All

Be Cooperative and Cultivate Community

Be Purposeful and Lead with Integrity

ACHIEVEMENT CARDS

Achievement Cards are given to students who are observed practicing positive behaviors including 5 Endeavors and 3 Practices. Staff briefly fills out the achievement card. Achievement Cards are then brought by the student to the office to emboss and receive their sticker and token. Cards are then entered into the SIS and sent home. In addition, a silver challenge coin is given to the student. The coin may be used at the student store or kept as a collectible.

Tracking the accrual of cards is important to help us reach all students. Such data can be used to identify students who have not been recognized for their achievements, and also provides information on the token economy to assist in running the Aspire store.

BLOSSOM COINS

A challenge coin currency is used at Harmony to recognize students for demonstrating growth and fulfilling the 5 endeavors and 3 practices at Harmony. Wooden blossom coins are worth 1 unit. Silver blossom coins are worth 10. Coins can be exchanged for goods at the student council run Aspire Store or kept as collectibles.

HONOR PROGRAM

At the end of each Trimester a recognition ceremony is held. The Honor Assembly provides an opportunity to pause our daily routines to actively affirm the growth and achievements of our students and staff. Special certificates are conferred to students which can be brought to the Aspire student store to pick up their Honor Badge, and embroidered emblem of their accomplishment. Badges can be collected and sewn or ironed onto a stole for display. Some badges recognize specific goals, while others may commemorate participation in special projects, field trips or activities. The goal of the honor program is to find and acknowledge the many ways that students and staff contribute to the school community and their own personal development.

ASPIRE ASSEMBLIES

Throughout the year, spirit assemblies are held. Aspire assemblies are run by the student council and typically feature important event updates, performances by students, presentations by the student council or staff and our school song.

■ SCHOOL GUIDELINES

CONTROLLED SUBSTANCES

The use of tobacco, drugs and alcohol is prohibited on school grounds or while participating in school-sponsored activities, whether they occur on or off campus. The possession, influence, or use of any of these substances or paraphernalia is a violation of the Education Code and will result in suspension and possible expulsion. A student found in the presence of students actively using such substances may also be subject to disciplinary action. In the event of infractions involving drugs and alcohol, the police will be contacted for assistance.

DRESS CODE

Appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code may be modified as appropriate to accommodate a student's religious or cultural observance, health condition, activity or circumstance deemed necessary by the principal or designee. Ultimately Harmony asks that clothing remain functional, comfortable, and protective from weather conditions or activities (running, jumping, gardening).

Please label everything your child wears or brings to school: footwear, lunch baskets, backpacks, sweaters, sweatshirts, bags, hats, etc. Remember to check the lost and found at the front of the school for missing items. Lost and found items are periodically gathered and donated to charity.

ELECTRONIC DEVICES

School policy sets significant restrictions on cell phone and private electronic device use on campus. This includes field trips and other school events. Harmony, backed by recent research and legislative action, strongly encourages parents to delay giving cell phones and personal media devices to children until high school. In the event that a cell phone is determined by parents to be a necessity, the school recommends that the device chosen should be as media-simple as possible. If it is necessary for your child to carry a cell phone to school, your child will be required have it turned off during school and safely stowed.

Device guidelines are described below:

- Student use of cell phones is prohibited during school hours, after-school programs, and events.
- Students must have cell phones turned off and safely stored during school hours, after-school programs, and events.
- After school, student cell phone use is allowed to coordinate pick-up in designated cell phone areas.
- Designated cell phone areas include:
 - Front of school at flag circle
 - Main office

- Student use of cell phones is restricted to phone calls and text messaging unless expressly permitted by school staff..
- Viewing of audio-visual content on media devices is prohibited on campus at all times unless directly permitted by school staff for a specific, temporary, use.
- Student use of media devices to record video or audio on campus is restricted without prior permission from the office.
- Personal media devices including tablet devices and laptops should not be brought to school without prior permission from the office. Use of such devices at school must be done in accordance with the specific privileges and guidelines outlined by the school.

If a student is observed using a cell phone or device during school it will be collected by the teacher and given back at the end of the day. If this occurs more than two times the device must be turned over to the office and a parent will need to reclaim the device. Additional offenses will result in a parent conference to determine if continued possession of the device on campus will be allowed. An action plan may be drafted in such cases to govern future use. Students who need to make a call with their cell phone after school may do so inside the office using the landline.

Harmony requests that adults use cell phones in private whenever possible. The flag circle and parking lot at the front of the school and the main office are appropriate locations for cell phone use and offer the best reception.

USE OF DISTRICT TECHNOLOGY

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

Online/Internet Services: User Obligations and Responsibilities

- Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.
- The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
- Students shall use the district's system safely, responsibly, and primarily for educational purposes.
- Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
- Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)
- Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of

direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

- Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.
- Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
- Students shall not use the system to engage in commercial or other for-profit activities.
- Students shall not use the system to bully, threaten, intimidate, harass, or ridicule other students or staff.
- Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
- Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
- Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
- Students shall report any security problem or misuse of the services to the teacher or Superintendent/Principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

■ PROGRESSIVE DISCIPLINE

ENSURING A HEALTHY ENVIRONMENT

Students need a positive classroom setting that is safe, trustworthy, and welcoming. The participation of our students in creating this positive environment is essential. When students behave appropriately all students benefit. When a student misbehaves, many students suffer. Students are expected to pay attention to their lessons, follow instructions promptly, cooperate with their peers, be ready for school, keep to appropriate noise levels, and show respect for peers, adults, and property.

Individual teachers will have variations of common classroom rules. Teachers discuss their expectations with students throughout the year. Students are also engaged in ongoing social support in class circles and assemblies that discuss behavior issues that are occurring in the classroom and on campus. All staff work together to hold our campus rules with consistency and positive support strategies to assist students in their behavior.

Staff may not directly observe some conflicts or transgressions. In such cases, it is important that when an incident or concern comes to the attention of adults, that it be reported to the child's class teacher or the office. If persisting conflicts are not reported and appropriately handled, students lose trust in the ability of the adults around them to keep them safe.

POSITIVE SUPPORT

Children respond best to clear and firm expectations and respectful and just responses to transgressions. When incidents occur, consequences are chosen to provide a natural response to the problem, and offer the opportunity for the student to recover from the mistake. The focus for the support is addressing the issue as directly as possible, and measuring the response to fit compassionately with the corrective needs of the situation and the ability of the child to process the situation.

RESTORATIVE PRACTICES

Restorative Practices will be used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships.

Through use of Restorative Practices, schools will focus both on prevention and intervention techniques to be used in the multi-tiered model. Prevention techniques encompass a set of relational and problem-solving practices that affirm trusting relationships among all members of the school community.

Restorative prevention techniques provide opportunities for social emotional learning and empathy development. Restorative Practices emphasize the value and importance of inclusive decision making practices where all voices are heard and valued. The Restorative Practice techniques apply practices such as a proactive relationship building circle to reaffirm relationships which build upon the unique cultures of all members of the community, and reinforce the common agreements and expectations across the school.

Behavior infractions are viewed through the lens of Restorative Practices philosophy. One that brings all parties affected by an incident together in an inclusive process to discover the root cause/s of challenging behavior and determines resulting impact/harms with intention to repair relationships and restore the community by following through with a strong plan of action to make things as right as possible. This approach views behavior infractions as an offense against individuals and the greater community, and places stronger emphasis on the harm/s caused and reparation of relationships/community above the need

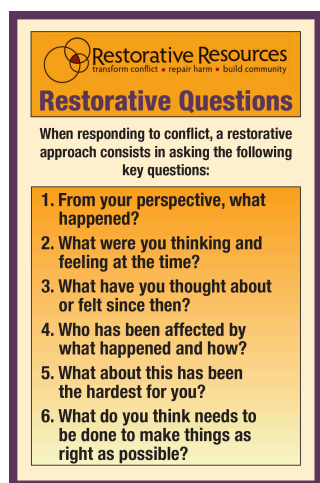
for assigning blame and dispensing punishment. Students may be invited to meet to resolve an issue between classes or during class with the permission of an administrator or teacher. When appropriate, students may be referred for additional support services such as a school counselor.

Restorative Principles:

The following principles reflect the values and concepts for implementing restorative practices in the school setting. Under each principle are some of its important implications.

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things “WITH” not “TO” or “FOR”.
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community.

RESTORATIVE CONFERENCES



When investigating and exploring discipline incidents, Harmony staff uses the following questions to help guide an exploration of the situation with the involved students.

Five Guiding Questions for Resolution:

- From your perspective, tell what happened.
- What are your thoughts about it now?
- How have you and others been affected?
- What feelings or needs are still with you?
- What would you like to happen next?

For more acute incidents, students may be interviewed separately to allow them to tell their side of the story without interruption or influence from peers. Sometimes an incident may result in a conflict resolution conference, allowing students to talk about the incident with each other. Other times, the response to the incident may be handled through individual student conferencing with the teacher or staff.

PROGRESSIVE RESPONSE

Consistency is important to our students’ understanding of our boundaries and their sense of justice in their community. Consequences to misbehavior are handled with similar levels of response depending on the intensity and frequency of the behavior. Individual circumstances may require alterations to disciplinary responses to meet unique needs of different children. In all cases, consequences are crafted to be congruent to the nature of the specific incident and the needs of the specific student to midwife a healthy change in behavior.

The most basic intervention is a redirection by staff. Staff may offer suggestions to students to try a different approach or behavior in a situation. If the behavior persists or is acute, the student may be warned or given a response card below. The response cards outline a progressive level of intervention in response to behavior incidents.

CHALLENGE CARDS

When common redirection by a staff person is not successful, Harmony teachers and students use a card system for supporting and requesting assistance for behavior concerns. Challenge cards are rooted in the concept of GROWTH MINDSET. Harmony understands student's make mistakes and such mistakes are opportunities for the student to develop new and more healthy strategies to engage with peers or staff. Challenge cards present students with choice in how to resolve conflicts with peers or infractions of school rules.

MINOR INFRACTIONS

For infrequent and less acute behaviors, staff will use measured interventions to dissuade repeat incidents and offer an opportunity for the student to recover. For exceeding disruptive, repeated or negative incidents the interventions may be increased in duration or gravity. For example, timeouts may be lengthened, or a classroom timeout may instead be held in the office. A conference may also be held with parent and the child to discuss incidents and behaviors as they occur. Interventions for minor infractions may include:

- Warning
- Conference
- Restriction from the area or activity
- Confiscation of a restricted item to be returned to a parent
- Campus clean-up
- Repair or replacement of a damaged item

MAJOR INFRACTIONS

When behaviors persist in spite of earlier interventions, interventions may be escalated to provide greater support and deterrence. Above common responses for minor infractions, persistent misbehavior suggests a student may need a more comprehensive endeavor to understand the functions of the behavior and explore individualized supports that may have greater chances for successful redirection. A behavior plan is often developed to serve this need. The plan describes the nature of the target behavior and outlines the responses that may be used to redirect and deter the student from repeated offenses. Continued misbehavior may lead to an escalation of consequences including suspension from school. Interventions for Persistent Infractions may include:

- Parent-Teacher-Administrator Conference
- Behavior Plan
- Suspension

CRITICAL INFRACTIONS

At times, a student may engage in inappropriate behaviors that endanger the physical or emotional well being of other students, significantly disrupt or degrade the learning environment, and violate education or criminal code. In the event of singular but significant violations of education code and conduct, a student may be suspended for up to five days. Education Code 48900 and 48915 outline behaviors that may be grounds for suspension or expulsion, these include:

- | | |
|--|---|
| ■ Fighting or harming others. | ■ Possession of a real or simulated weapon. |
| ■ Threatening to fight or harm another. | ■ Disruption of school activities or defiance of the valid authority of the school. |
| ■ Causing injury. | ■ Damage to property. |
| ■ Harassment. | ■ Theft. |
| ■ Possession or being under the influence of a controlled substance. | |

Such behaviors are grounds for suspension and possible expulsion. Suspensions may be conducted on or off campus as assigned by the Superintendent. During suspension students are not allowed on campus except as authorized by the Superintendent. The authority to expel rests with the School Board through a formal hearing, upon the recommendation of the Superintendent.

CONSEQUENCES & RESOLUTION

Positive Discipline protocols use logical consequences for some behaviors and situations. Jane Nelson, the author of Positive Discipline described logical consequences accordingly:

Logical consequences do not naturally occur as a result of behavior, but are intentionally planned by teachers and administrators. Logical consequences are similar to what would happen to an adult in a similar situation, therefore teaching students skills that they will need to be successful later on in life. Logical consequences need to be related, respectful, and reasonable (Nelson, 1985).

Harmony uses a responsive classroom approach to behavioral challenges in some contexts. Responsive classrooms, and the pyramid model, provide a balanced approach to interacting with student mistakes in behavior and fulfilling norms in the classroom or on campus. Please visit responsive classrooms for more details on how related, respectful and reasonable consequences, not punishments, are beneficial in correcting behaviors that were problematic within the context.

<https://www.responsiveclassroom.org/how-logical-consequences-are-different-from-punishment/>

CONDUCT POLICY

Harmony believes that all students have the right to be educated in a positive learning environment free from disruptions. Students are expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Harmony Union School District has adopted Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices as a model to support students, staff and families. This framework is used to support the social and behavioral needs of all students in our schools, through a continuum of intervention levels to address student needs and establishing disciplinary processes that effectively respond to and address behavior infractions.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers. Prohibited student conduct that is related to school attendance or school activities includes, but is not limited to:

1. Conduct that endangers students, staff or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment of students or staff, including bullying, intimidation, "cyberbullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Damage to or theft of property belonging to students, staff or the district.
5. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment.
6. Use of profane, vulgar, or abusive language.
7. Plagiarism or dishonesty in school work or on tests.
8. Inappropriate attire as defined by published school site dress codes.
9. Tardiness or unexcused absence from school.
10. Failure to remain on school premises in accordance with school rules.

DUTY CONCERNING CONDUCT OF PUPILS

Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground. The Board of Education recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

DUTIES OF PUPILS

Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/ others in authority, and refrain from profane/vulgar language. The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Please refer to BP 5131 Conduct for further information.

SUSPENDABLE OFFENSES

Grounds for Suspension or Expulsion (EC §35291)

As per Education Code 48900, parents, guardians and students are hereby notified that a student may be suspended, or be recommended for expulsion from school if the principal or designee determines that the student, while on school grounds, or during a school-related activity off grounds, or while going to or from school, has committed any of the following offenses:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the principal's designee.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an 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 any 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 then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any 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/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 any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (TEMP DELETION DUE TO SB274 UNTIL 2029) 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. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (l) Knowingly received stolen school property or private property.
 - (m) Possessed an imitation firearm, meaning a replica of a firearm 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 specified acts of 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 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 or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - (r) Engaged in an act of bullying.
 - (t) Aids or abets the infliction or attempted infliction of physical injury to another person.
- Additional grounds for suspension or expulsion:

Education Code 48900.2 (Grades 4-12)

Committed sexual harassment such as gestures, verbiage, or unsolicited, inappropriate touching as defined in Section 212.5.

Education Code 48900.3 (Grades 4-12)

Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of section 233.

Education Code 48900.4 (Grades 4-12)

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 class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K-12)

Made terroristic threats against school officials or school property or both. "Terroristic threat" shall include any statement, 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. The school is encouraged to provide alternatives to suspension that are age appropriate, research based and designed to address and correct misbehavior.

The district is required to expel from school for a period of not less than one year a student who is determined to have possessed, sold, or otherwise furnished a firearm; brandished a knife at another person; unlawfully sold a controlled substance while at school; committed or attempted to commit a sexual assault, or committed a sexual battery; or possessed an explosive. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

BEHAVIOR MATRIX

Behaviors				
	Level 0: Healthy Behavior	Level 1: Minor Infraction	Level 2: Major Infraction	Level 3: Critical Infraction
Be Safe and Caring to All				
Respect Each Other	Be inclusive, take turns, listen well, and strive to resolve conflicts. Be kind and honorable in games. Respect people's possession, privacy, and body. Do not intentionally annoy others.	<ul style="list-style-type: none"> • Instigating others • Purposeful mean looks • Ignoring others • In others' space purposefully • Purposefully interfering others' games • Taking another's equipment • Not following game rules 	<ul style="list-style-type: none"> • Disrespecting a Guest Teacher • Instigating aggression in others • Physically restraining another student • Stomping bags, milk cartons, "poppers" to create loud noise/mess • Violating another's privacy (desk, backpack, physical privacy, etc.) • Denigrating another's identity 	<ul style="list-style-type: none"> • Exposing self or others, "pantsing" • Targeting Privates • Posting private information online
Protect	Ensure and protect the emotional, social and physical well being of others. No threats, intimidation, bullying, social aggression or acts of violence. No grabbing, pushing, hitting, or kicking.	<ul style="list-style-type: none"> • Gossiping • Starting or spreading rumors • Rough-housing, play fighting • Blocking other's path • Purposefully excluding others, ex: ("You can't be my friend if", "You can't be my friend unless", "Let's be mad at...") • Making threatening, inappropriate, or insulting gestures 	<ul style="list-style-type: none"> • Threatening physical harm • Threatening to start a fight • Threats against person/group • Purposeful intimidation • Purposeful scratching, headlocks, biting, tripping, etc. • Purposefully throwing ball at other • Purposefully trip, kick, push • Throwing another to the ground • Playing tricks to embarrass others • Ongoing harassment through social media, text, or other communication • Using technology to harm/bully • Insults based on size, gender, race, ability, religion, ethnicity, appearance, etc 	<ul style="list-style-type: none"> • Persistent harassment/bullying • Fighting • Assault with a weapon • Sexual Harassment • Repeated acts of violence • Threats involving weapons • Plan/participate in public humiliation • Making repeated graphic threats • Practicing extortion • Threatening to keep someone silent • Continued threats of aggression or physical violence • Physical cruelty/assault • Encouraging group exclusion of someone by threatening others
Use Kind Words	No name-calling, teasing, taunting, roasting, inappropriate language, or verbal abuse.	<ul style="list-style-type: none"> • Inappropriate comments • Teasing/taunting about possessions, clothes, looks, etc. • Name-calling • Inappropriate language • Mocking 	<ul style="list-style-type: none"> • Flagrant outburst or disrespect • Racist, Homophobic, Sexist, Transphobic Terms • Offensive "humor" ("I was just kidding" or "It was just a joke" as • Profanity 	<ul style="list-style-type: none"> • Terroristic Threats
Be Safe	Be aware of danger, consider consequences, communicate clearly, follow guidelines, use equipment properly, keep body balanced and under control, Make Healthy Choices	<ul style="list-style-type: none"> • Unsafe play-gymnastics, wrestling, slide • Randomly kick ball, leave equipment • Not using equipment appropriately • Aggressive game play • Throwing objects in class 	<ul style="list-style-type: none"> • Randomly kick ball towards people • Bringing dangerous object to school • Severely rough play (unwanted chasing, pushing, shoving, spitting) 	<ul style="list-style-type: none"> • Possession or Sale of Drugs • Under the Influence at School/Activities • Possession or sale of Drugs • Throwing dangerous objects
Care for All Things	Treat all living things, possessions, equipment, buildings, bathrooms and campus respectfully.	<ul style="list-style-type: none"> • Disrespect of property • Littering/throwing food • Graffiti • Harming animals/plants 	<ul style="list-style-type: none"> • Significant Defacing/ruining property • Graffiti (targeted or discriminatory) • Intentional harm to plants/animals/habitat 	<ul style="list-style-type: none"> • Arson • Property Destruction • Cruelty to animals
Be Cooperative and Cultivate Community				
Work Together	Stay focused in class, quiet in passage, and be considerate of others' needs.	<ul style="list-style-type: none"> • Blurting out in class • Inappropriate noises or gestures • Wandering around classroom • Talking out of turn in class 	<ul style="list-style-type: none"> • Behavior that disrupts entire group • Engaging in any technological behavior on or off campus that results in a disruption of the school learning 	<ul style="list-style-type: none"> • Behavior that disrupts entire school
Follow Directions	Do as directed by Teachers and Supervising Adults. No arguing.	<ul style="list-style-type: none"> • Gum-chewing • Not following school rules • Ignoring an adult's instructions 	<ul style="list-style-type: none"> • Repeated Violation of Rules after Intervention 	<ul style="list-style-type: none"> • Direct insubordination after Intervention
Be There	Stay in assigned areas; know boundaries and where to go.	<ul style="list-style-type: none"> • Cutting class or hiding • Eating in non-eating areas 	<ul style="list-style-type: none"> • Leaving the classroom without permission 	<ul style="list-style-type: none"> • Leaving campus without permission • Leaving field trip without permission
Be Ready	Arrive promptly,dressed appropriately, prepared to learn.	<ul style="list-style-type: none"> • Repeatedly late to assigned areas • Repeatedly unprepared 		
Be Purposeful and Lead with Integrity				
Act with Honesty	Listen to others, share your feelings, and honor the truth. Confirm permission to use others' items. Do own work.	<ul style="list-style-type: none"> • Hiding items from others • False reporting (other's behaviors) • Cheating on tests/homework • Lying to staff 	<ul style="list-style-type: none"> • Cheating/lying/plagiarism • Stealing 	<ul style="list-style-type: none"> • False reporting (i.e., fire alarm)
Be Responsible	Clean up, use privileges wisely, fulfill agreements & tasks, ask for help	<ul style="list-style-type: none"> • Inappropriate use of technology • Search/Access inappropriate sites • Leaving messes, not cleaning up 	<ul style="list-style-type: none"> • Continued behavior, same day • Chronic Level 1 behaviors 	<ul style="list-style-type: none"> • Chronic Level 2 behaviors • Violation of behavior agreements
Service to Others	Help whenever possible, report concerns to adults			

BEHAVIOR RESPONSE OPTIONS

Intervention Options				
	Level 0: Healthy Behavior	Level 1: Minor Infraction	Level 2: Major Infraction	Level 3: Critical Infraction
Educational	Daily Appreciations Verbal observation of student demonstrating target behavior Gratitude Circles with Class	Verbal Redirection Visual Cue to Avoid/Cease Infraction Explanation of school rule Dialogue on rule and impacts Warning Review Agreements with Class	Completion of Training Course Parent meeting with student and administrator, others as needed	Completion of Training Course Parent meeting with student and administrator, others as needed
Regulating	Quiet Time in Class Walk in Forest Sensory Breaks	Quiet Time in Sensory Space Walk in Forest with Staff Run around Track (Refocusing)	Time Out in Office Walk with Counselor/Admin	Time Out with Staff Support
Self Reflective	Letter Home on Achievement	Reflection Sheet (in Class) Reflection Sheet (in Neighbor Class)	Reflective statement	
Restorative		Restorative Conversation with Staff Restorative Conversation with Peers Classroom Community Service Verbal apology to impacted person	Student-to-student(s) restorative or reparative circle with counselor Recess Community Service Letter of Apology	Restorative Justice Conference Mentoring Early Grades Students After school Community Service Letter of Apology
Restitution	Random Acts of Kindness Beautification Project	Cleaning up mess, putting items away Helping Peer who was Injured	Campus Clean Up Replacement or Compensation for broken/damaged/lost item	Community Service Project
Restrictive	Homework Pass Extra Recess Bring a Friend Free Time Class Reward	5-15 min Time Out (Bench Time) Restrictions on activity participation Class Suspension	Temporary loss of privilege Benching for game/field trip/activity Recess Detention (Safety Risk Only) Class Suspension	Benching for multiple games/activities Multiple Detentions (Safety Risk Only) Loss of Eligibility for Athletics Loss of Eligibility for Athletics In-school suspension*** Out-of-school suspension***
Documentary	Nomination for Award Feature Article Name/Photo in Newsletter	Teacher Note AERIES recording on 3rd Offense	Office Referral AERIES recording	Office Referral AERIES recording Letter of Suspension in Student Record Revocation of inter/intradistrict transfer Expulsion***
Preventative	SEL Lessons Group Agreements Wellness Checks	Change in Seating Periodically Review Agreements with Class	Detention from Activity if Dangerous Alternative Placement for multiple days Assigned seat for bus Daily Check in/Check Out with Staff Schedule Change	Behavioral Intervention Plan Alternative Placement for extended time Assigned Seat/Restriction from Bus Daily Check in/Check Out with Staff Modified Day
Protective			Alternate classroom placement for the period/day	Daily Backpack Check Stay Away Order
Relational	Mentoring with Buddies Special Lunch with Staff Special Activity with Friends	Parent contact	Parent involvement	Parents shadow student for a day
Sherrif				Law enforcement involvement***
		*Teacher will contact parent regarding Level 1 behaviors in writing or via phone call before any Level Two intervention option	**Three or more referrals in a trimester may result in loss of participation in school events, including sports teams, for the rest of that trimester	***If warranted or mandated by California State Education Code

■ PARENT PARTICIPATION

Parent support ensures that Harmony is a successful school and community. Parent involvement varies depending upon each family's unique needs and capacities. Some parents feel called to serve as members of the Board of Administrators or other school committees. Parents operate the SHARK Education Foundation and Family Pledge Program. Others assist their teacher in the classroom and playground; assisting on projects and supervising activities. Parents bring their unique gifts and talents to the school in guest lessons and event planning. Parents provide essential financial support for the school through the Family Pledge Program, donations, and volunteer hours for major and minor school projects. It is only through parent involvement and support that Harmony is able to provide our students with such a rich education

PARENT GUIDE

Parents are strongly encouraged to be active participants in their children's education. Your involvement ensures your child has the greatest opportunity for success and keeps you informed and connected to our community. The following are important ways to support your child and the school::

- Attend Parent-Teacher Conferences and class meetings.
- Attend Back-to-School and Open House, festivals and assemblies.
- Participate in parent education workshops.
- Read the Parent Handbook.
- Join a committee or volunteer to support a committee when called to participate.
- Volunteer in class and field trips
- Work with the school to maintain good attendance.
- Find ways to integrate growth mindset into your home environment
- Develop a plan and mindfully manage screen time, video games and social media.
- Schedule family vacations during school breaks (see the school calendar).
- Schedule meetings with your class teacher in advance.
- When present on campus, actively assist in positive engagement with students. Gently redirect students who engage in unsafe or potentially harmful behavior. Alert staff if issues are observed.
- If a conflict exists with another community member, please contact administration for support.
- Please keep little ones that visit the campus well supervised.
- Model appropriate behavior for the students at all times. Any adults engaging in inappropriate communication (such as yelling, profanity, or threats) or behavior on school grounds will be escorted from the campus and may have their access to the school grounds permanently limited.
- Parents and teachers have the right to request that an administrator be present at any meeting.
- The Harmony School Board has invested the Superintendent with the authority and responsibility for the day-to-day safety and well-being of the campus. Parents on campuses during emergencies will follow directions from school staff.

PARENT SUPPORT

It is vital that parents are involved in the behavioral support of students at school. Information is perhaps the most important resource held by parents that can support the staff and students in creating a healthy and vibrant school culture. Honest sharing of information is essential for teachers and staff to address concerns that come home with our students. Opening up these paths of communication allow staff to take appropriate corrective actions, and provides feedback on the outcomes of such work.

There are times when conflicts between children can lead to discomfort in our adult relationships. It is important in these cases to ask for support from staff to mediate the concerns. As our students will spend

many years together, it is important to ensure healthy relationships in the parent body for the benefit of the social life of our students.

PARENT SUPERVISION ON CAMPUS

It is very important that the expectations held throughout the school day by staff and teachers do not diminish when the bell rings. When accompanying children on campus, please provide continuous and active supervision of children. Students benefit from consistent, kindly held firm boundaries. Wrestling, climbing, inappropriate speech and unbound behavior in the company of adults decreases the likelihood of positive behavior when class is back in session. Please hold children to school rules whenever on campus or at school events.

PARENT EDUCATION

Harmony believes that parents can best support their child's education if they cultivate an understanding of child development, Placed Based Learning curriculum, and healthy parenting practices. Towards this end, the school offers parent education opportunities via publications, lectures and workshops. Parents will benefit enormously by attending these events throughout the year, which are announced via ParentSquare, published in the **Leaflet** newsletter, and posted on the school calendar

RECOMMENDED READING

Growth Mindset

- Mindset: The New Psychology of Success, by Carol Dweck
- Grit: The Power of Passion and Perseverance, by Angela Duckworth

Placed Based Learning

- Place-Based Learning: Connecting Classrooms and Communities, by David Sobel

Parenting

- Positive Discipline, by Jane Nelson
- Simplicity Parenting, by Kim John Payne
- Listen: Five Simple Tools to Meet Your Everyday Parenting Challenges, by Patty Wipfler

Behavior and Adolescence

- Behave, by Robert Sapolsky
- The Teenage Brain by Frances Jensen
- Brainstorm: The Power and Purpose of The Teenage Brain, by Daniel Siegel

Media and Children

- Raising Humans in a Digital World, by Diana Graber
- Screenwise: Helping Kids Thrive (and Survive) in Their Digital World, by Deborah Heitner
- The Distracted Mind: Ancient Brains in a High-Tech World, by Adam Gazzaley and Larry D. Rosen
- Taming Gaming: Guide Your Child to Video Game Health, by Andy Robertson

CLASS COORDINATORS

Class Coordinators are parent volunteers in each classroom who support the educational and community life at Harmony. Coordinators are an essential connection for parents in their class to the events, activities and pulse of their classroom. Class coordinators are parent volunteers with a student in the class for which they coordinate. Coordinators manage a class email list to assist in disseminating information from the teacher for upcoming projects in class and volunteer coordination for plays. As a body, class coordinators serve as a hub of communication between the parents, teachers and administration.

CLASS VOLUNTEERS

Parent class volunteers provide support for many specific duties throughout the year. Coordination of field trips, assistance with special events, or just accompanying the class through its daily routines are huge

supports for our students and staff. Please contact your teacher for volunteer opportunities or the school office for volunteering school wide.

CLASS PARENT MEETINGS

Throughout the year, teachers may schedule class meetings with the parents of their class. The purpose of these meetings may be to provide updates on lessons or upcoming field trips. Sometimes meetings are held to provide a picture of what is happening in class, deal with challenges the class is facing, and come together as the parent group that holds the children collectively as they grow. We believe that parents need to understand their children's developmental needs and how the teacher is attempting to meet those needs. It is expected that at least one of a child's caregivers will attend all class meetings.

MEDIA, SCREENS AND CHILDREN

It is a delicate task to balance the demands and possibilities of modern life with our understanding of the developing child. A central tenet of Harmony Union School District's educational approach is that a child's imagination is a primary modality for learning and growth. Opportunities for lively, artistic and academic expression are of the greatest importance. It is our desire that parents and teachers strive to offer children experiences of the natural world, rich stories and pictures, healthy physical movement and role models that serve to build enthusiasm and reverence for their lives on the earth.

A central concern in child development is how media can overwhelm a child's creative thoughts or dull a child's intellectual curiosity. Consequently, we strongly advocate limiting children's exposure to electronic media such as television, video games and computers. Rather than electronic media, please make plenty of time for your child's physical activities, music practice, recreational reading, family life, sleep, and play. Parents are encouraged to explore ways to mitigate media impacts or attend parent nights addressing the issue.

SAFE FIREARM STORAGE

Parents have responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school- sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning,

receiving, or purchasing a firearm for 10 years. A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

INTERPERSONAL COMMUNICATIONS

When communicating with each other the following values and practices will be maintained:

- **Empathy:** Imagining the impact of our words on others is a moral responsibility in communication.
- **Truth:** Communicating known facts as distinct from opinions or rumors is a moral responsibility in communication.
- **Authentic use of emotion:** Fear, anger, and other emotions are part of communication and can be incorporated responsibly without taking them out on another.
- **Restraint:** All communication is for better or worse. Choosing what you say to whom is based on consideration of its impact and necessity.
- **Respect:** In order to maintain respect, communications should consider the value of another's dignity and privacy.

Unlike face-to-face communication, between individuals or in groups, the impact of e-mail communication can be hard to predict. Civility is important to all members of our community, particularly when working through challenging issues.

CONCERNS ABOUT THE CLASSROOM

Please bear in mind that teachers make decisions taking into consideration both the individual child and what best serves the class as a whole. This may require compromise and flexibility on the part of individual students and families. If you have a concern about your child's experience in the classroom, it is very important that you first approach the teacher for a meeting. Sometimes several discussions may be necessary to continue making progress on problem areas. If a parent feels that this route has not addressed their concerns, the matter should be brought to the Superintendent.

CONCERNS ABOUT SCHOOL POLICY

Your concerns or questions with school policies and procedures should be brought to the Superintendent who is responsible for implementing school policy and is interested in hearing concerns in the community. Further inquiry may also be made to the school board.

■ COMMUNITY LIFE

FESTIVALS AND EVENTS

WELCOME FLOWER CEREMONY

The Rose Ceremony has two gatherings at the start and end of the school year. The ceremony beginning the year, welcomes our graduating kindergarten students into the 1st grade with their 8th grade buddies providing roses and an escort to their 1st grade teacher.

BACK TO SCHOOL CLASS MEETINGS

In late August, faculty and staff welcome parents for a formal review of the coming school year. This first parent class meeting of the year features guest presentations by specialty teachers, administration and committee coordinators. Friends of Harmony Foundation and the Harmony School Board are also in attendance to answer questions.

WELCOME DINNER

In late August, faculty and staff host a fundraiser and welcome back event for families. Held in the evening, families are invited to join the community dinner. Special announcements from Staff and SHARK parent association. All proceeds are donated to SHARK.

AUTUMN FESTIVAL

The fall season and the bounty of our harvest is celebrated in early October. Buddy projects featuring traditional arts and crafts that use natural materials harvested from the land are featured. Apple pressing and juice slushies, photo booth, dunk tank and wheat grinding are just a few of the activities for students. Flower garlands, a homegrown pumpkin patch in the garden and musical presentations are also a part of the day. Student join in contra dancing to traditional music and caregivers are invited to attend and participate.

HALLOWEEN

Students may wear costumes to school. Masks may not be worn during class time or recess, but may be used during the halloween parade. Weapon props should stay at home. A parade is held in the morning and caregivers are invited as spectators. The parade is held on the blacktop with music and dancing. Candy is strongly discouraged, either on Halloween itself, or as part of lunches in the surrounding weeks. The presence of wrappers and increased sugar loads for children present challenges at the school that are better avoided.

DIA DE LOS MUERTOS

Dia de Los Muertos activities are traditional celebrations held to honor our ancestors. Harmony holds a Oferenda or altar for students to share artifacts from their relatives and friends who have passed. Students are invited to bring photos of their deceased loved ones for display. Please label photos (copies are best) to ensure return.

WINTER FESTIVAL OF LIGHT

These beautiful events during the holiday season are crafted to awaken our inner light in the darkened winter. Held prior to the winter break, a tamale dinner kicks off the evening as a fundraiser for SHARK. The winter concert follows soon after, featuring musical performances by students in Kindergarten through 8th grade. A luminair walk in the forest, hot cider and cookies closes out the evening. Song, candlelight in the forest and quiet contemplation are the themes of the evening. Join together in community as we celebrate the season and the changing tide of light and darkness in mid December.

VALENTINES DAY

Students may be invited by their class teacher to participate in sharing simple messages of care and appreciation with their classmates. Teachers will notify parents of the format for their class.

SHARK GALA AND AUCTION

Sponsored by SHARK in spring of each year, the auction is our largest fundraising event. It is an evening of music, food, gifts and magic. Both a silent and live auction feature many treasures from local artisans and businesses. This is an event not to be missed! Get your babysitter booked early! Bus transportation is available from downtown Occidental to provide additional parking.

SPRING FESTIVAL

The Spring festival is a vibrant and beautiful tribute embracing the vitality of spring. Musical presentations by classes, buddy projects, crafts, games, music and dance are all integrated. The format is similar to the Autumn Festival. Guests may join in the afternoon for maypole dancing, good company, a bounty of flowers, and dessert for all.

OPEN HOUSE

Open House is an evening in spring for families to view the students' work in the classroom and learn more about our programs. Students are invited to attend this event with their families.

SUMMER FESTIVAL

This is a field day during the last week of school. A Color Run fundraiser, 8th grade vs Faculty kickball game, special treats and buddy kite project are key elements.

KINDERGARTEN GRADUATION

Our older Kindergarten students who will be graduating to 1st grade take part in the Fly Away Ceremony to honor their growth and transition. This event occurs at the end of the school year.

FAREWELL FLOWER CEREMONY

At year's end, our 1st graders return the gesture to our departing 8th grade students. Families are invited to attend both events.

COMMENCEMENT

The 8th grade promotion ceremony is held at the end of the year. All families are invited to attend as we honor our 8th grade and celebrate their transition to High School. 6th and 7th grade students are also invited to offer the gift of song to our departing graduates. After the ceremony, the 8th graduates attend a garden party with a DJ and a closing circle in the forest.

FESTIVAL AND EVENT ETIQUETTE

It is imperative that parents and guests hold the sincerity and reverence of our ceremonies and events with great care. Some events require extended silence by guests. Young children are welcome at our events, so long as they are well attended. When school ends, and events continue, parents are responsible for the supervision of their children.

RECORDING EVENTS

To allow students to focus on their presentation without the modifying aspect of the camera's gaze, cameras are regulated at performance events. Please avoid flash photography in darkened spaces, be mindful of student and family privacy and do not post to social media without consent of those captured.. Please contact the office or the event coordinator for more information.

■SCHOOL SAFETY

The safety of the children is of the highest importance. We have an extensive emergency preparedness program and the school regularly practices drills for a variety of scenarios. Harmony has adopted the ESSENTIAL 5 model developed by the Sonoma County Office of Education.

EMERGENCY CONTACT INFORMATION

It is of the utmost importance that the Union School District School has up-to-date emergency contact information for each child. If you move, get new phone numbers, or have a change in who can pick-up your child, contact the office immediately. Please refer to the handbook section on Emergencies for further detail.

Each year, prior to enrollment, parents must fill out a new Student Emergency Contact Card and Medical Consent form to be kept on file in the school office and in the classroom. In addition a copy accompanies drivers on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness, medical emergency or a disaster during school hours. Emergency Contact information can always be updated through the AERIES parent portal. Remember to notify the office if any of this information changes throughout the school year.

If parents or other authorized persons cannot be reached in a medical emergency, these forms provide direction to the School on how to respond to needs for treatment. This includes consent for treatment, hospital care or dental care. Parents agree to cover the costs of such treatment as well as any ambulance services that may be required if the school determines to initiate such service..

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents are encouraged to notify the office immediately if they observe any unsafe conditions. In the unfortunate event of an accident at school, the School carries accident insurance to cover the cost of treatment which would not be covered by the student's own medical insurance. All injuries must be reported to the office promptly. Inquiries regarding the insurance guidelines should be directed to the office. If, during an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

EMERGENCY PROCEDURES

Harmony is committed to providing for the safety of the students and our community as a whole. A team of staff and parent volunteers work to ensure we have the appropriate supplies and training at both campuses that will allow us to act when any emergency occurs. Regular drills and practice events help us to be ready to put these resources to use. Anyone interested in helping with this effort should contact the school office. In case of an emergency, parents will be notified via the school's Automated Mass Notification system Parentsquare. This system is specifically designed to contact parents via multiple methods, increasing the likelihood that information will get through in an emergency. Remember to update your contact information and take time to set up your communication apps, as this system will only work if we have accurate data in the system. You can verify your contact information via the AERIES parent portal linked here: <https://aeries.scoe.org/HarmonyUSD/parent>

The Parent Square app is available for iOS here: <https://apps.apple.com/us/app/parentsquare/id908126679> or on Google Play here: https://play.google.com/store/apps/details?id=com.parentsquare.psapp&pcampaignid=web_share

EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife.

- Close doors & windows
- Monitor communications
- Students/Staff remain in room & continue class as "normal"
- Call office/campus supervisors if assistance is needed
- No Students IN/OUT of class unless essential & safe (*supervision required)
- Shut off air conditioner/heater if warranted



2. DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect occupants from flying and falling debris.

- Drop to the ground
- Take cover under a sturdy desk or table
- Hold on until shaking stops
- If no cover available, protect your head and neck with your arms
- Stay away from windows and objects that could fall
- Evacuate when safe, if there is damage to the building



3. SECURE THE CAMPUS

Initiate for a potential threat of danger in the surrounding community.

- Lock Doors/Windows/Halls/Gates
- Windows covered at staff discretion
- Remain in classroom and continue class as "normal"
- No students IN/OUT of class unless essential & safe (*supervision required)
- Monitor communications
- Students remain in class until "ALL CLEAR"



4. LOCKDOWN/BARRICADE

Initiate for an immediate threat of danger to occupants of a campus or school building.

- Lock Doors/Windows & Halls/Gates if safe
- Do not open the door for anyone
- Close Blinds/Cover Windows/Lights Off
- Hide & Protect. No people In/Out of Class (not even for the restroom)
- Silence electronics & phones, may text parent/guardian location & status
- Monitor communications
- If immediate threat- Run to safety if able to escape & keep hands visible



5. EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

- Take account of unique needs of individuals with access and functional needs
- If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building
- Follow evacuation route & procedure for safe exit
- Report to pre-assigned gathering location
- Take roll and report missing students, student injury, or surplus students/staff to administrator
- Run, Hide, Fight if necessary

CAMPUS CLOSURES

During severe storms, or flooding, if you have questions as to whether school is in session, please refer to the school website www.harmonyusd.org for announcements. If a closure occurs, Harmony will notify the Sonoma County Office of Education (SCOE) which hosts a school closure webpage with up to date information here: <https://www.scoe.org/pub/htdocs/storm-update.html>. Radio station KSRO (1350 AM) uses SCOE's data to provide updates on air of school closures during emergencies. Harmony will use the Automated Notification System (ParentSquare) to notify by 6am or the night before whenever possible.

During heavy storms or emergencies, please listen to the radio and use good judgment regarding travel. If you live a distance from campus and have to pass through an area that typically floods or experiences downed trees or blocked roads, please pick your child up early, even if we haven't called. If you encounter access challenges along roads to the school, please let us know so we can, in turn, provide that information to other families. If a fire occurs during school hours which requires evacuation, Harmony already has a plan with our transit provider to conduct evacuations to safe locations. If mass evacuation is not necessary, just an early controlled pickup, then parents will be notified to facilitate an early pickup from the campus.

In the event of a lock-down situation at the school, school staff and emergency personnel will close access to the school. Depending on the status of the emergency a controlled release of students to caregivers will EITHER be conducted at the campus itself, or if evacuation was necessary from one of several predetermined re-unification locations. In such situations all students must be released through a controlled release process to ensure all students are accounted for. Electronic notification will occur as soon as possible, to provide instructions for picking up students from the school or reunification location. OFFSITE Reunification locations may include:

Primary	Occidental Community Center:	3920 Bohemian Highway, Occidental, CA
Secondary	Sebastopol Community Center:	390 Morris St, Sebastopol, CA 95472
Tertiary	St. Teresa de Avila Church:	17242 Bodega Hwy, Bodega, CA 94922

In the event of a major earthquake, Listen to 1350 AM or other news sources for information on conditions for travel. Remember to follow your own personal preparedness plan. When you do arrive to pick your child up, you will be asked to follow a specific sign-out process to ensure all students are accounted for. We will not release your child to a friend unless they are listed as being authorized to pick-up your child. Again, make sure your yellow Emergency Contact Card is updated with this information.

■FUNDRAISING

Harmony Union School District provides a free public education offering a rich Placed Based Learning curriculum to all families. A child's enrollment in the School is in no way dependent on family pledging. It is important to recognize, however, that the public funding available is insufficient to fully support our curriculum. Pledge donations to Friends of Harmony – the separate, tax-exempt, fundraising entity for the School – have been a successful way to support the growth of our school.

Each year, Friends of Harmony establishes a suggested monthly pledge amount and sends pledge forms to each school family. We understand that not all families are able to contribute at the target level. It is vital, however, that each family contributes to the extent they are able. Because many outside funding resources such as grant foundations look to the percentage of families pledging as an indication of the viability of the Foundation and the School, your wholly voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment. All donations are tax deductible to the extent allowed by law.

Please be aware that the School's annual budget is based, in part, on the pledge revenues collected by Friends of Harmony. While recognizing that family finances are subject to change, it is extremely important that each family fully contribute their pledged amount. Friends of Harmony will happily assist in setting up a monthly automatic payment to make your pledge. The health and vitality of our school is ensured by families pledging what they can. Pledges to Friends of Harmony help to fully sustain the rich programming at the School and continue to save for a permanent school site including:

School Garden	Athletics	Staff Development
Field Trips	Counseling	Facilities Improvements
Music Program	Student Recognition Program	Library
Clubs	Class Supplies	PBL Projects

SHARK EDUCATION FOUNDATION

Due to diminished state funding, Harmony does not have adequate funds for its operating budget state and federal sources. Harmony must pursue grants and local donations to make up the balance. Shark is a 501(c)3 with the mission to support the educational programs of Harmony Union School District. SHARK volunteers work year round to raise funds to support the rich program that Harmony students enjoy.

The primary responsibilities of SHARK include::

- Develop and manage the Pledge Program
- Provide oversight and accounting for funds
- Plan fundraising and social activities throughout the year
- Ensure confidentiality of donors

FAMILY PLEDGE PROGRAM

SHARK manages a Family Pledge Program through which caregivers, extended family, community supporters and businesses can make regular tax-deductible donations to the operating fund of the School. The suggested monthly parent pledge amount is \$100 per child each month throughout the year. All donations are acknowledged in writing for tax and records purposes. For more information please contact the SHARK board: info@har

AUCTION AND SPECIAL EVENTS

SHARK produces the annual Gala and Auction in spring. This event raises over \$40,000 annually, including funding for specific programs like farm to table, enrichment and field trips. The event is catered and includes live music and dancing. Tickets for families and friends are available through SHARK. Parents, friends, neighbors and supporters in the community are invited to attend. Donation of auction items and volunteer assistance is always welcome. Please watch the calendar for other events throughout the year.

■ AFTER SCHOOL PROGRAM

SEEDLINGS AND SPROUTS

Harmony offers an after school care program throughout the school year. The program has two branches; the Tk Seedlings program providing care for TK students from the end of lunch to the end of the standard length school day for upper grades, the second branch is the more comprehensive Sprouts program providing aftercare services for students in grades TK to 8.

The program is fee based, though tuition subsidy is available from both state and local sources for qualifying families. The program includes homework club time for older students, snack time with both school supplied options as well as home brought, free play outside on field, blacktop and play structure as well as arts and craft activities, storytelling and more.

AFTERCARE SCHEDULE

TK SEEDLINGS

Time: 12:45 to 3:05 PM

Location: TK Classroom

SPROUTS

Time: 3:05 to 5:30 PM

Location: Cafeteria

SMARTCARE

Harmony uses the SmartCare app for managing after school care scheduling and billing. Upon registering with the After School Care Coordinator, an account will be created and an email invitation will be sent offering the opportunity to create an account. The account allows for messaging the coordinator regarding absences, changing schedules, and making payment easy through you preferred method of payment.



FINANCIAL SUPPORT

Harmony accesses state grants that allows the school to offer free childcare to those that meet the financial eligibility guidelines. For those families that do not qualify, the River to Coast Children's Services agency provides funding assistance for some families not eligible for direct state subsidy. Harmony encourages families to contact RCCS to inquire about their support programs: (707) 869-3613



■ SCHOOL GOVERNANCE

ORGANIZATIONAL STRUCTURE

Harmony Union School District is a public school district pursuant to California law. Its formal governance structure includes the school board, Administration, Faculty and the many committees organized to support the school district's many responsibilities.

The School Board

The School Board is subject to the Brown Act and its own bylaws and provides oversight for Harmony Union School District including compliance monitoring, sets policy, evaluates, approves, monitors and adjusts budgets, evaluates and approves contracts, and supports community wide engagement in strategic planning. The Superintendent works at the direction of the board to provide daily operational governance of the school. Board committees are occasionally organized to address areas demanding more time, expertise or staff than is available at board meetings. Regular Board meetings are held monthly. Special or emergency meetings may also be scheduled. Agendas, minutes and packets are available upon request and online at www.harmonyusd.org. Agendas are also distributed prior to board meetings via parent notification software. Meetings are recorded and posted to the youtube channel.

Administration

The Administration is responsible for Human resources, Budget and Finance, Student Services, Curriculum and Instruction, Facilities and all forms of state compliance. The Admin Team is responsible for implementing policy and regulations adopted by the board, fulfilling budgetary direction and ensuring compliance with state and federal mandates and regulations. The Administration is a service team, providing support for teachers, students, families and our community. The administration may convene advisory committees to assist in this service effort, generally composed of faculty, staff and caregivers.

Faculty & Staff

The Faculty coordinates curriculum development, student culture, behavior support, and Festivals. The Faculty is the heart of the educational impulse at Harmony, and as such, works with the board and administration to guide the continued development of exemplary Placed Based Learning education. Faculty meetings are held weekly to convene committees, collaborate as grade level or program teams and work together as a diverse set of professionals to develop protocols and best practices throughout our programs.

THE BOARD OF DIRECTORS

The School Board is responsible for the governance, policies, and fiscal oversight of Harmony Union School District. The Board conducts strategic planning to meet the goals and mission of Harmony Union School District. Board members are elected during district wide elections and serve terms of 4 years unless occupying vacancies that occur mid term. If vacancies occur, according to California law, appointments may occur to fill vacancies until the next election period. Harmony is governed in accordance with California Education Code, Brown Act provisions, and best practices for public meetings. The primary responsibilities of the School Board are to:

- Consider and approve policies and administrative regulations
- Monitor the financial condition of the school and ensure that the school has adequate resources
- Consider and approve major service contracts
- Consider and approve bargaining unit and employee contracts
- Consider and approve the school budget
- Consider and adopt curriculum and materials
- Hire, develop and evaluate the Superintendent
- Consider and adopt curriculum

- Monitor the performance of Harmony Union School District and take necessary action to ensure that the school remains true to its mission.
- Ensure compliance with all regulatory requirements.

BOARD MEETINGS

The School Board meets once a month to fulfill its responsibility of governing Harmony Union School District. Regularly scheduled Board meetings are held monthly, generally on the 2nd Thursday of the month. Special meetings may be called at other times to respond to items operating on tight time frames or to manage larger than typical workloads. The purpose of a meeting of the School Board is to address all business listed on the agenda for a particular meeting. Agendas are posted on the bulletin board and on the school's web site prior to scheduled meetings.

Board meetings are meetings of the Board held in Public. They are not Public Forums, which may be schedule by admin as necessary for broader, community based discussions. As such board meetings must stick to an agenda, and though public comment is accepted, the meeting itself is not a collaborative discussion with the public, but a collaborative meeting of board members held in public so that our community understands the nature of discussion on important issues of the district and has the opportunity to provide comment on their deliberations.

Please view the online calendar for upcoming Board and Committee meetings. The Board encourages public attendance and comment on matters before the school and community. Guests intending to provide public comment should inform the board of their interest at the start of the meeting. Public comment will be limited to a reasonable duration to ensure that the Board is able to cover its full agenda.

Meetings are held in a hybrid format allowing in-person attendees as well as teleconferencing to ease access for caregivers. Meetings are held in the Assembly room of the Falls building by default, though other venues may be used depending on need. The recurring zoom link for board meetings is here: <https://us06web.zoom.us/j/92956329990?pwd=STZtYlFtMU3N2OXhobDJ3OUtjSIR6UT09>

Notification for board meetings occurs via ParentSquare and via our website. Meetings are scheduled on the HUSD master calendar which can be subscribed to in the link above. All meeting agendas and minutes are posted on the CSBA Simbli Eboard website at the following link: https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030644&MID=33288

Videos of past board meetings are posted on the youtube channel here: <https://www.youtube.com/@matthewmorgan6565>

Public comment may be made at board meetings on both non-agendized and agendized items. The board is not able to comment or discuss non-agendized items but may return to such items at a future date after providing notification to the community through inclusion of the item on a published agenda. Instructions for public comment include:

Members of the public may address the Board briefly on matters within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

MEETING PROTOCOL

Public Comment

The School Board is interested in and informed by comments made by members of the community. **Public Comment** is a time for community members to speak to the Board on any item not on the agenda for the evening. This is a time for the Board to receive the information and opinions offered. The Board will take this information and, at a later time, may decide on whether further action will be taken.

The Board asks that comments made in Public Comment be addressed to the whole Board, be respectful in nature, and no longer than three minutes in length per person. Comments regarding issues of any kind with a particular person and his/her actions will be directed into the Issue Resolution procedure outlined above. Please note personal attacks of any kind, directed toward anyone, are unacceptable.

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Members of the public may address the Board briefly on matters within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

The Board asks that comments made in Public Comment be addressed to the whole Board, be respectful in nature, and no longer than three minutes in length per person. Comments regarding issues of any kind with a particular person and his/her actions will be directed into the Issue Resolution procedure outlined above. Please note personal attacks of any kind, directed toward anyone, are unacceptable.

DISCUSSION AND ACTION ITEMS

The procedure for addressing any discussion or action item is as follows:

- Presentation of Information
- Board Discussion
- Community Input
- Board Comment
- Board Vote (action items only)

The Harmony community may ask questions and/or make comments regarding an item of business on the agenda. As with the initial "Public Comment," the Board asks that comments on an agendized topic be addressed to the whole Board, be respectful in nature, and no longer than three minutes in length per person. During the subsequent board discussion Board Members may address the content of comments made by the public but are not bound to do so.

In order to complete the Board's business agenda on behalf of Harmony Union School District, the Board will have only one comment period for each item. Public wishing to make additional comments is invited to submit those comments or opinions in writing to the School Board.

BOARD DOCUMENTS

Agendas and Board Packets (including support documents) are posted online in advance of each meeting at the following link: <https://simbli.eboardsolutions.com/Index.aspx?S=36030644>

Hard copies are available in the office or at the meeting upon request. Minutes are archived following their adoption, as are relevant financial statements including annual audits. Visit the board page on our website for links to all documents: <https://www.harmonyusd.org/domain/47>

FACULTY

Faculty members take an active role in school curriculum development, staff enrichment and parent education activities. In addition, faculty members work with the Superintendent on hiring committees, policy development, strategic planning, school culture, operations, facilities and logistics. Faculty, given their unique professional skill and deep understanding of needs for students and in the classroom, serve a vital role providing guidance, advice and solutions impacting all elements of the school and community.

FACULTY MEETINGS

The faculty meets weekly on Thursdays. The topics of faculty meetings include: school logistics, event planning, curriculum development, policy discussion, educational program evaluation and staff training. In addition, faculty participates in weekly pedagogical conversation and activities to deepen understanding of child development, lesson design, and classroom management. Logistics planning is often handled during these meetings to ensure festivals and events, major projects, class plays, field trips, and other activities are well choreographed throughout the campus. Meetings are generally private, though board members, support staff and consultants attend meetings when appropriate. The Faculty advises the Superintendent and School Board in the development of policy, protocols and implementation of programs and projects.

LEADERSHIP TEAM

The leadership team is composed of the Superintendent, Certificated and Classified Faculty, and Administration staff. Leadership organizes the agenda for faculty meetings and conducts long term planning and policy development for the school. The leadership team also functions as a rapid response team for issues that demand emergency planning and management..

ADMINISTRATION

The administration is responsible for all school logistics and support; from bandaging scraped knees to managing finances and policies. The Administrative team conducts school business throughout the year, planning over the summer and managing during the school year. The Administration Team is composed of the Superintendent and the Office Staff.

Superintendent-Principal

The Superintendent-Principal is responsible for overall operations, program development, and quality of experience at Harmony. The Superintendent's primary responsibilities, as further specified in the bylaws and contract include:

- Curriculum and Instruction
- Learning Support Services
- Student Counseling
- Campus Culture
- Student Behavior and Discipline
- Student Services
- Human Resources
- Facilities Development
- Fiscal Management
- Maintenance and Operations
- Safety and Emergency Response
- Policy Development
- Strategic Planning
- State Reporting and Compliance
- Interagency Coordination
- Public Relations & Communications

Assistant Principal

The Superintendent is responsible for overall operations, program development, and quality of experience at Harmony. The Assistant Principal's primary responsibilities, as further specified in the bylaws and contract include:

- Curriculum and Instruction
- Learning Support Services
- Student Counseling
- Campus Culture
- Student Behavior & Discipline
- Student Services
- Staff Development
- Safety and Emergency Response
- Strategic Planning
- State Reporting and Compliance
- Public Relations & Communication
- Support to Principal

Office Manager

The Office Manager is responsible for ensuring the coordination and administration of school services.

Duties include:

- Admissions and student records
- Attendance
- Parent Notification and communications
- School office management
- Health tech
- Logistics

Chief Business Officer

The Chief Business Officer is the business manager responsible for developing budgets, managing finances, directing accounts payable/receivable, vendor and service provider contracts, human resources, maintenance and facilities oversight, and state compliance documentation and reporting. Duties include:

- Fiscal Management including Budget
- Purchasing and Contracts
- Fiscal Management
- Maintenance and Operations oversight
- Facilities
- Bond Management
- Human Resources

Business Assistant

The business assistant, under direction of the Chief Business Official, is responsible for accounts payable and receivable, information systems and reporting. Responsibilities include:

- Attendance
- Student Services, Special Education
- State mandated testing
- Scheduling and calendaring
- Facilities (Volunteers)
- State reporting

COMMITTEES

Most committee meetings are held monthly during the faculty meeting time on early release Thursdays. Some committees are scheduled after school or in evenings to accommodate staff and parent schedules. Placement on a committee, is, in most cases by administrative appointment. Faculty self nomination is common for standing faculty committees including Events, Student Culture, Sunshine, PBL, Safety and Wellness. Some faculty committees may include parents to support committee goals.

BOND

Status: Ad Hoc

Purpose: To oversee BOND projects from inception to completion. Make recommendations to the board for adoption. Advise bond planning expenditure.

Composition: Admin, Faculty, Staff, Parent/Guardian, Community Members

Selection: Superintendent recommendation and Board endorsement

Meeting Frequency: Variable, depending on workload and project progress

BUDGET

Status: Standing Committee

Purpose: Evaluation of budget trends, review of submitted budgets, actuals and audits, brainstorming solutions to budget challenges, communicating with the community on budget matters.

Composition: Admin, Faculty, Staff and Parent/Guardian

Selection: Superintendent and Bargaining unit appointed representative

Meeting Frequency: Quarterly

CURRICULUM

Status: Ad Hoc

Purpose: To review and develop proposals for curriculum adoption. Monitor implementation of adopted curriculum, identify training and professional development needs and resources.

Composition: Admin, Faculty, and Parent/Guardian

Selection: Superintendent

Meeting Frequency: Variable, depending on state and local adoption schedule

EVENTS & FESTIVALS

Status: Standing Committee

Purpose: Development and planning of major events and festivals for school community, project management, management and purchasing of supplies and vendor services, communication of plans, oversight of events, volunteer coordination, advertising and logistics

Composition: Admin, Faculty, shARK Liaisons and Parent/Guardian

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency: Monthly

NEGOTIATIONS

Status: Standing Committee

Purpose: Development of contract proposals, negotiations in language and compensation, seeking feedback from members, following process for adoption of changes and certification of agreements

Composition: Admin and Bargaining Unit negotiating teams

Meeting Frequency: Annual and as scheduled

PLACE BASED LEARNING

Status: Standing Committee

Purpose:

Composition:

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency:

SAFETY

Status: Standing Committee

Purpose: Development of safety protocols, evaluation of safety policy, review and modification of safety plans, scheduling and planning emergency drills, maintaining safety equipment and supplies, communication and training on safety procedures

Composition: Admin, Faculty, and Parent/Guardian Volunteer

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency: Monthly

STUDENT CULTURE

Status: Standing Committee

Purpose: Development and management of school-wide PBIS program, advisory to student council and clubs, plans student assemblies and spirit weeks, advises student token economy and student store

Composition: Admin, Faculty, and Parent/Guardian Volunteer

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency: Monthly

SITE COUNCIL

Status: Standing Committee

Purpose: Assignment of funds for special projects/initiatives, review of safety plan, review of LCAP

Composition: Admin, Faculty, and Parent/Guardian Volunteer

Selection: Administration nomination

Meeting Frequency: Quarterly

STAFF SUNSHINE

Status: Standing Committee

Purpose: Develops activities and events to support staff well being, assists with staff members in crisis, celebrates birthdays or significant events, supports recognition of staff achievements

Composition: Admin, Faculty, and Parent/Guardian Volunteer

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency: Monthly

WELLNESS

Status: Standing Committee

Purpose: Evaluate and modify the district wellness policy, advise the garden and farm to table food service program, monitor student health and provide for the improvement in student health on campus

Composition: Admin, Faculty, and Parent/Guardian Volunteer

Selection: Superintendent and Faculty/Staff nomination

Meeting Frequency: Monthly

ANNUAL NOTICE TO PARENTS 2024-2025

DEAR PARENT/GUARDIAN:

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STUDENT DISCIPLINE

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291):

Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

HAZING PROHIBITION (EC §48900(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

DRESS CODE/GANG APPAREL (EC §35183): The district is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258): Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy.

SAFE PLACE TO LEARN ACT (EC §234.1): The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069.7, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to

all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request (EC § 49070). In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR 99.37): The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument

to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. (See attached form.) Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

RELEASE OF INFO TO MILITARY SERVICES REPS / RELEASE OF TELEPHONE NUMBERS (EC §49073.5; 20 USC §7908): Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

PARTICIPATION IN STATE ASSESSMENTS AND OPTION TO REQUEST EXEMPTION (EC § 60615, 5 CCR § 852): Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

HIGH SCHOOL CURRICULUM: NOTIFICATION REGARDING COLLEGE PREPARATORY COURSES (EC §51229): Districts are required to provide parents of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses.

ADVANCED PLACEMENT EXAMINATION FEES (EC §48980(j), EC §52242): State funds are available to cover the costs of advanced placement examination fees.

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

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451): A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

VISION APPRAISAL (EC §49455): The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The vision appraisal shall include tests for near vision, far vision, and color vision; however, color vision

shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In addition to the physical examinations required pursuant to Section 100275 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

DENTAL FLUORIDE TREATMENT (H&SC §104830 et seq.): Pupils will be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each pupil's teeth if the parent, or eligible pupil submits a letter stating that the treatment is desired.

PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558): Needy children may be eligible for free or reduced price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

COMMUNICABLE DISEASES (EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

MEDICATION (EC §49423, §49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472): The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district(s) where the student attends, resides and/or where the student receives care if an individualized instruction program is desired.

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

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

ASBESTOS (40 CFR 763.84, 40 CFR 763.93): The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

USE OF PESTICIDES (EC §§17611.5, 17612 and 48980.3): School districts are required to inform parents about the use of pesticides on school grounds and provide access to the integrated pest management plan when certain pesticides are used. (*See attached.*)

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

NOTICE OF COMPLIANCE (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

TOBACCO FREE SCHOOLS (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and nonnicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has their fifth birthday, respectively, on or before September 1. For the 2024-25 school

year, any child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after the date listed above but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000. A school district may place a child who will have their fourth birthday on or before December 1 and is enrolled in a California state preschool program into a transitional kindergarten program classroom in accordance with EC §48000.

PREGNANT AND PARENTING PUPILS (EC §§ 221.51, 222, 222.5, 46015): Districts may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After return from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A pupil may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations.

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

MULTILINGUAL EDUCATION (EC §310): If the district implements a language acquisition program pursuant to EC §310, information on the types of language programs available and a description of each program will be made available with this notice or upon enrollment.

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

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

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

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

STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans

with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 *et seq.*): The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or the perception of one or more of such characteristics. The district's policy of nondiscrimination requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant/rights>.

FINGERPRINTING PROGRAM (EC §32390): Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

SEX / HIV EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938): The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent has the right to request a copy of the law pertaining to such instruction. Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the district. Those students whose parents do not submit a written request to excuse

them will receive such instruction. The law also authorizes the district, without prior parental consent, to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex. The district must notify parents in writing before any such test, questionnaire, or survey is administered and provide them with an opportunity to review the materials. Parents have the right to excuse his or her child from such participation by submitting a written request to the school district.

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

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(g)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives:

The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- Each district may adopt a school selection policy that takes into consideration special circumstances that might be harmful or dangerous to a particular pupil, whether the sibling of the pupil is already in attendance at the school, and/or whether the pupil's parent is employed at the school.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives:

Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315): The law allows, but does not require, each school district to become a "district of

choice” – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a “district of choice” it must determine the number of students it is willing to accept in this category each year and accept all pupils who apply to transfer until the school district is at maximum capacity. The school district of choice shall ensure that pupils admitted under this article are selected through an unbiased process that prohibits consideration of factors such as academic or athletic performance, physical conditions, or proficiency in English. If the district chooses not to become a “district of choice,” a parent may not request a transfer under these provisions. Other provisions of the “district of choice” option include:

- Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- Communications to parents by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics.
- The district of choice must post transfer application information on its website, including any applicable forms, the timeline for a transfer, and an explanation of the selection process.
- All communications from a school district of choice regarding transfer opportunities must be available in all languages for which translations are required in the school district of residence under EC §48985.
- No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions.
- Entrance priority must be given as follows:
 - Siblings of students already attending school in the “district of choice” must be given first priority.
 - Pupils eligible for free or reduced-price meals must be given second priority.
 - Children of military personnel must be given third priority.
- A parent may request transportation assistance within the boundaries of the “district of choice.” The district is required to provide transportation only to the extent it already does so.
- A school district in which an active military duty parent of a student resides shall not deny the transfer of that student to a school in any district, if the school district to which the parent of the student applies approves the application for transfer.

Option 2: Other Interdistrict Transfers (EC §46600 et seq.): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application, or for students who are the victim of an act of bullying unless the requested school is at maximum capacity. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified

timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which their parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent lives or the district in which the parent works may prohibit the student’s transfer if it negatively impacts a desegregation plan.
- The district in which the parent works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent the specific reasons for denying the transfer.

Open Enrollment Act (EC §48350 et seq.)

Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, the student may apply to transfer to another school within or outside of the district, if the school to which they are transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

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

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal’s office in each attendance area shall have copies of the law available for your information. This law particularly authorizes interested persons to request

that the governing board of the district to establish alternative school programs.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)): No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 if missed assignments/tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (*See attached.*)

MISCELLANEOUS

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION (EC §49091.18): Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

SEX EQUITY IN CAREER PLANNING (EC §221.5(d)): Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. (*See attached.*) Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policy to new and continuing students as part of any orientation program held on a quarterly, semester or summer session basis.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255 et seq.): Pupils may choose to refrain from participating in educational projects involving the dissection or otherwise harmful or destructive use of animals in accordance with the procedures set forth in EC § 32255.1,

EVERY STUDENT SUCCEEDS ACT (20 USC §6301 et seq.): Under ESSA, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether

she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The district shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information regarding any State or local policy mandating pupil assessments and the level of achievement of their student on every State and districtwide academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. (*See attached.*)

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

EXCUSED ABSENCES (EC §48205)

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county/city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing

by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For the purpose of participating in a cultural ceremony or event.

(12)(A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(12)(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(12)(B)(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13)(A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(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 therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(3) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

INVESTING FOR FUTURE EDUCATION (EC §48980(d)):

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO

INSTRUCTIONAL MATERIALS, ETC. (EC §35186): A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

SCHOOL ACCREDITATION (EC §35178.4): Districts are required to notify each parent of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods.

PUPIL FEES (EC §49010 et seq.): The district is required to establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, and employees on an annual basis.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52059.5-52077):

The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district enrolls at least 50 pupils who are

English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established).

Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates, revisions or addenda to the LCAP as well as post or link to the LCAP submitted by any charter school authorized by the district, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

The Age Discrimination Act (42 USC § 6101 et seq.): The Age Discrimination Act prohibits discrimination in programs or activities receiving federal and/or state financial assistance.

The Boy Scouts of America Equal Access Act (34 CFR § 108.6): The Boy Scouts of America Equal Access Act requires public schools to provide equal access to the use of school property to the Boy Scouts and other designated youth groups.

ACKNOWLEDGEMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS NOTIFICATION

Detach, sign, and return this page to your child's school indicating that you have been notified of the specified activities and whether you have a child on continuing medication.

This annual notification is also available in an electronic format and can be provided to you upon request. If the notice is provided in an electronic format, the parent or guardian shall submit to the school this signed acknowledgement of receipt of the notice.

Student's Name: _____

School: _____ Grade: _____

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.

Signature of Parent or Guardian: _____ Date: _____

PLEASE COMPLETE THE FOLLOWING IF APPLICABLE:

1. Student is on a continuing medication program as prescribed by a physician: (Please check one) YES _____ NO _____

If YES, you have my permission to contact student's physician:

Physician's Name: _____ Telephone: _____

Medication: _____ Dosage: _____

Medication: _____ Dosage: _____

2. If you do not wish directory information released, please sign where indicated below and ensure receipt of this form by the school office **within the next 30 days**. Note that this will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

Do NOT release directory information regarding _____
(Pupil's Name) (Date of Birth)

School: _____ Grade: _____

☐ Check if an exception may be made to include student information and photos in the yearbook.

Signature of Parent or Guardian: _____
(Date)

3. By signing below, you give the district **permission to have photographs of your student in the yearbook** and other school related publications.

Student's Name: _____

School: _____ Grade: _____

Signature of Parent or Guardian: _____ Date: _____

Regulation 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 10/20/2016 | **Last Revised Date:** 05/19/2022 | **Last Reviewed Date:** 05/19/2022

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Superintendent/Principal
1935 Bohemian Hwy
Occidental, Ca 95465
mmorgan@harmonyusd.org
707-874-1205

The district's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8

2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for

the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of the student's school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web

site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Policy 4119.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 02/15/2018

The Board of Trustees expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)

(cf. 9005 - Governance Standards)

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of district students.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 4158/4258/4358 - Employee Security)

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions

Status: ADOPTED

Original Adopted Date: 09/12/2019 | **Last Reviewed Date:** 09/12/2019

The Board of Trustees desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

5. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames

to individual students

8. Addressing a student in an overly familiar manner, such as by using a term of endearment
 9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
 10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
 11. Transporting a student in a personal vehicle without prior authorization
 12. Encouraging students to confide their personal or family problems and/or relationships
 13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
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Policy 5145.9: Hate-Motivated Behavior

Status: ADOPTED

Original Adopted Date: 08/23/2018 | **Last Revised Date:** 11/10/2021

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. 1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy 0410: Nondiscrimination In District Programs And Activities

Status: ADOPTED

Original Adopted Date: 08/23/2018 | **Last Revised Date:** 04/11/2024 | **Last Reviewed Date:** 04/11/2024

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

*

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public

education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

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Regulation 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 09/12/2019 | **Last Reviewed Date:** 09/17/2024

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for

an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Regulation 5145.7: Sex Discrimination and Sex-Based Harassment

Status: ADOPTED

Original Adopted Date: 10/20/2016 | **Last Revised Date:** 02/18/2021 | **Last Reviewed Date:** 02/18/2021

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Superintendent Matthew Morgan
1935 Bohemian Hwy
Occidental Ca 95465
707-874-1205
mmorgan@harmonyusd.org

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in

Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Policy 5141.52: Suicide Prevention

Status: ADOPTED

Original Adopted Date: 02/21/2019 | **Last Revised Date:** 11/10/2021

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with

community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)
