

ESPERANZA PARENT & STUDENT HANDBOOK

2026-2027

Gridley Alternative Education Complex

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Gridley, CA 95948

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Home of the Eagles



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Dustin Vaughn

Please keep this manual for future reference.

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ESPERANZA VISION AND MISSION

Vision Statement: The basic goal of Esperanza High School is to provide a positive environment where all students are encouraged by administration, teachers, staff, and parents to become life-long learners, to earn a high school diploma or its equivalent, and to be responsible members of the community. In order to accomplish this basic goal, emphasis is placed on assessment of individual needs and pursuit of individual goals. We are a united, committed school community driven to...

- CONNECT all students to our positive school culture;
- ACCELERATE all students' interpersonal and academic skills;
- LAUNCH all students into their post-secondary goals.

Mission Statement: The mission of Esperanza Alternative High School is to provide students with a nurturing learning environment that promotes academic achievement, fosters personal growth, respect for the rights and diversity of others, and cultivates the attitude, skills and values necessary for students to become lifelong learners, responsible citizens, and productive members of society.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR's)

All students will be life-long learners and demonstrate higher order thinking skills of application, analysis, synthesis and evaluation in their assignments and class activities. All students will demonstrate their personal sense of striving for quality by setting, pursuing and accomplishing realistic and challenging goals for themselves.

In order to accomplish this, all Esperanza students will:

SHOW COMPETENCY IN BASIC ACADEMIC SKILLS

This may be demonstrated by one or more of the following:

- Meeting district graduation requirements and attributes
- OR passing the GED or the California High School Proficiency Exam

DEVELOP PERSONAL MANAGEMENT SKILLS

This may be demonstrated by:

- Accountability for personal decisions and behaviors
- Problem solving and adapting to changing situations
- The ability to establish immediate and long term goals
- Utilization of available campus/community resources
- Effective personal organization techniques

DEVELOP EFFECTIVE COMMUNICATION SKILLS

This may be demonstrated by:

- Effective listening, speaking and writing skills
- Ability to use clear, understandable and appropriate language in their communication, including the use of social media and other 21st century technologies.
- Ability to establish and maintain healthy relationships

DEVELOP GLOBAL AWARENESS

This may be demonstrated by:

- Understanding and acceptance of diverse cultures, values and points of view
- Awareness of their role as a citizen in the local, national and global community
- work cooperatively and collaboratively with others using 21st century skills and abilities to achieve vocational and personal goals
- Understanding the personal responsibility of offering their time, talents, and energy to improve the quality of life at home, in school and the community

BE PREPARED FOR EMPLOYMENT

This may be demonstrated by:

- Completing a job skills program
- Understanding employer expectations and create clearly and neatly written job documents
- Punctuality reliability, preparedness
- Appropriate dress, hygiene, language and self-presentation
- Self-initiative and motivation
- Ability to take/follow directions and work with others

Dear Students and Parents/Guardians,

Welcome to the 2026-2027 school year! All of us at Esperanza High School sincerely hope that this school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of our program.

In keeping with the goal of Gridley Unified School District, it is the purpose of Alternative Education to provide a safe, nurturing environment that promotes a positive learning experience for academic success, effective citizenship, and constructive student conduct. Students on school grounds or in places within the school's jurisdiction are expected to abide by the rules and regulations that are established to achieve these objectives.

In 2024, Esperanza High's full accreditation was renewed by the Western Association of Schools and Colleges (WASC). Not only does this status increase future educational opportunities for your student, but additional programs and coursework will be developed for students enrolled in Esperanza.

Our program continues to change and evolve to best meet the needs of our student needs.

If you have any questions regarding the information contained in this handbook, please give me a call.
Sincerely,

Maggie Daugherty, Ed.D
Esperanza Principal
maggiedaugherty@gusd.org
(530) 846-6721

Non-Discrimination: The Governing Board of the Gridley Unified School District is committed to equal opportunity for all individuals in education. Gridley Unified School District programs and activities do not discriminate on the basis of gender, gender identity, age, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

- **Title IX Officer: Superintendent, Mr. Justin Kern: 530-846-4721**
- **Director of Special Education : Maggie Daugherty: 530-846-6721**

Electronic Device Policy

STUDENT PHONE POLICY & GUIDELINES

Students are expected to bring their Chromebooks charged every day to school. There will be a charge for replacement of charging cords for Chromebooks. Students may only check in & out Chromebooks or chargers with collateral before school, at break, or at lunch. If students habitually need to check out chargers or Chromebooks due to being unprepared for school, consequences may occur. Students will be provided with one set of wired earbuds for use while completing credit recovery on Subject.com. Students may use their own wired earbuds but no wireless earbuds or headphones will be allowed. Additionally, all smart watches need to be in airplane mode while on campus.

In the school environment, cell phones have become a distraction, interruption, and a method of illegal exchange of information. We believe that phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates. As such, we will be ***cell phone free during instructional time and work experience time.***

Students and parents are encouraged to see this as an opportunity for students to be “cell phone-free” for the bulk of their day, a desire that many parents have shared with administration of what they want of their students in the home setting. Students will have the opportunity to improve their soft skills employers and higher education institutions are looking for, including social and face-to-face communication and problem-solving skills. We appreciate your support as we hope to facilitate a more active, engaged, and productive student body.

Purpose

The Gridley Unified School District Governing Board recognizes that while technology offers advancements for addressing equity and education, the excessive use of smartphones, personal wireless devices, and social media in schools contributes to academic underperformance and a growing mental health crisis. Research indicates that restricting phone use can improve student test scores, particularly for disadvantaged and underachieving pupils.

The District aims to distinguish between technology that contributes meaningfully to educational standards and technology that uses "persuasive architecture" to harm a student's ability to focus. By addressing and setting limitations on the use of personal devices in the educational setting the District seeks to protect students from the addictive design of social media platforms which are linked to rising anxiety, depression, and the erosion of social norms.

Personal and/or Wearable Communication Device Restrictions

Personal communication devices—including smartphones, smartwatches, smart glasses, gaming devices, and headphones—shall be restricted based on the following guidelines:

1. Students must keep all personal electronic devices turned off and stored in their backpacks or bags during the instructional day, inclusive of passing periods, using restrooms, participating in field trips, or engaging in work-based learning experiences during the school day.
2. Personal devices are only permissible for use during the designated nutritional break and the lunch period.

Exceptions for Use

A student shall not be prohibited from possessing or using a device under the following circumstances:

- In case of an emergency or perceived threat of danger.
- When an administrator grants specific permission.
- When a licensed physician determines it is necessary for the student's health.
- When required by a student's IEP or 504 plan. Must be a specifically listed accommodation.

Student Expectations and Prohibited Conduct

- Cyberbullying and Harassment: Any student using devices to intimidate, harass, or harm others—on or off campus—in a way that disrupts school activities may face disciplinary action, including suspension or expulsion.
- Filming and Photography: Students may not record or photograph others without explicit permission. Recording is strictly prohibited in restrooms and locker rooms, or during any physical altercations and acts of violence.
- Impersonation: Creating fake profiles or sending messages that falsely represent another individual with intent to harm is prohibited and may result in legal consequences.
- Inappropriate Apps: Use of apps to bypass school filters, share explicit content, or facilitate academic dishonesty is not permitted.

Implementation and Enforcement

- Confiscation: Unauthorized use will result in the device being confiscated. Confiscated devices will be stored securely and returned to the student or parent/guardian as determined by administration.
- Search and Seizure: If school officials reasonably suspect a device contains evidence of a violation of the law or school rules, a search may be conducted.
- Classroom Management: With prior administrative approval, teachers may require students to store devices in designated classroom locations (such as phone caddies) during instructional time.
- Liability: The District is not responsible for personal devices that are lost, stolen, or damaged, including those confiscated by staff.

Esperanza will be making our school a phone-free space to improve teaching and learning using a system called [Yondr](#). Yondr has been implemented in over 1,000 schools across 21 countries to facilitate an engaged learning environment. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to keep their Pouch in good working condition.

Esperanza Daily Process

As students **Enter the Building**, they will:

1. Turn their phone off and collect their Yondr pouch.
2. Place their phone inside their Pouch and secure it in front of school staff.
3. Store their Pouch in a designated location in each classroom.

At the end of the day, students will open their Pouch, remove their phone, close their Pouch and return it to the appropriate location. Students leaving early must come through the front office to drop off Yondr pouches. If a student damages their Pouch a \$24 dollar fee will be owed in the event of any tampering or damage to the pouch.

If students arrive after 8:20 or after 1:05 M-F, they will need to lock their cell phones in the provided cell phone lock box in the main office until the end of the day.

If a student is found to be in violation of the policy, at Esperanza it will be processed in the following way:

If a student is found to be in violation of the policy it will be typically handled in the following way; however, discipline is left to the discretion of the administration:

Using Phone During School The consequences may be as follows:

1st offense:

- Device will be held in the office until the end of the day.
- Student will sign for the device at the end of the day in the office.
- The incident will be documented.

2nd offense:

- Device will be held in the office until the end of the day.
- A parent or guardian must collect the device at the end of the day in the office.
- The incident will be documented and additional consequences may occur.

3rd offense:

- A parent or guardian must collect the device after a meeting with the student and principal or designee.
- The incident will be documented and additional consequences may occur.

4th offense:

- The student will be required to sign-in the device into the office each morning and may retrieve it at the end of each day, or left at home per parent/admin agreement.

Additional offenses will be considered an act of defiance and may result in additional consequences. A student that refuses to comply with a request to surrender their electronic device by any member of the faculty and/or administrator will be considered defiant. Rules governing defiance will apply as deemed appropriate by administration.

Communication and Emergencies

Parents and guardians are encouraged to contact school offices for urgent messages. In the event of an emergency, students may use a school-provided phone to communicate with their families as specified by education code.

How Yondr Works



POUCH

As you enter the phone free space, your phone is placed in a Yondr pouch by our staff.



SECURE

The pouch is closed and secured. It is handed back to you. You'll keep it throughout the event.



EXIT

When leaving the space, you'll tap the pouch on an unlocking base to release your phone.

Frequently Asked Questions

What if I want to reach my child during the school day?

We want our students to be engaged in their learning. If you need to contact your child during the school day, contact the main office at (530) 846-6721. The office will relay any messages that may be urgent in nature to students for school hours.

What if there is a school emergency?

In case of a school emergency, we direct our students to safety first, following our school emergency preparedness protocol. We do recognize that cell phones can be a safety/security tool as mentioned; however, they can be a detriment in the event of a real building emergency. They often can impede our protocols to manage such emergencies in a safe and effective manner. With this said, student phones can be accessed quickly in case of an emergency.

Will my student's phone be safe?

Students will have line of sight of their phone - in their Yondr pouch - for the entire school day.

What if the Yondr pouch gets damaged?

The Yondr pouch is property of Esperanza High School. **In the event of any tampering or damage to the pouch, a \$24 fee will be owed.**

Examples of damage:



- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap

Note: Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentional or unintentional, as determined by the school or Yondr staff.

NOTICE TO PARENTS AND STUDENTS:

OFFICE HOURS: Office hours are Monday – Friday 7:45 a.m. to 4:00 p.m., and closed on legal and school holidays and the month of July. Please check with the Secretary.

SCHOOL HOURS:

Esperanza High School

8:15 AM – 3:30 PM M, T, Th, F

8:15 AM—12:15 PM Wednesday

ENROLLMENT PROCEDURE: Not all students are appropriate candidates or eligible for our programs. An advisory (counseling) meeting is scheduled with the principal for each potential applicant to review current and future academic and programmatic placements for appropriateness. Both parent and student must be present at this meeting. If you are enrolled at another school, continue attending until your enrollment is authorized at the counseling meeting with the Principal, and a start date is determined. You must remain continuously enrolled and attending school, without an unapproved gap in attendance.

Students wishing to transfer to Gridley High School from Esperanza High School must meet with the counseling staff at GHS. You can schedule an appointment by calling 846-4791 ext 6070.

Admission Criteria

Students are referred to through their Academic Counselor and/or Administrator. Priority for admission goes to credit deficient GHS students who:

- Are in the 11th and 12th grade (priority to 12th graders) and 16 years of age.
- Have attended an orientation meeting and completed required paperwork
- Are committed to earning credits by completing coursework and attending class
- Are willing to participate in job shadows, internships, work experience, and service learning

PARENT RIGHTS & RESPONSIBILITIES: The Superintendent recognizes that parents/guardians have certain rights as well as responsibilities related to the education of their children.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians may support the learning environment of their children by monitoring attendance, discipline, classroom behavior and conduct by supporting the adherence to school policies for conduct, ensuring that assignments are completed and turned in on time, following academic progress and contacting the school with any questions or concerns.

NOTICE TO PARENTS & STUDENTS: At the beginning of each school year, the principal or designee shall notify students and parents/guardians in writing with this handbook regarding school rules and expectations. Transfer students and their parent/guardian will also receive the same handbook at the time of enrollment. ALL parents and students sign an Acknowledgement of the Receipt of this Handbook.

STUDENTS WHO TURN 18 YEARS OLD: Eighteen year old students are considered as legal adults and are held accountable as such. Further, the Education Code no longer compels you to attend school—therefore, continued misconduct and/or lack of acceptable academic progress or attendance may be considered as grounds for your disenrollment from school.

Esperanza Work-Based Learning Alternative Education Program

Attendance

Required school attendance Daily 8:15 am - 12:15 pm and M & F 1- 2:30 pm. All learners come to campus daily. Students may be required to attendance school daily until 3:30, depending on determined academic need. Once learners have completed their onboarding and secured a “Leave to Learn” placement, learners only need to come to campus Mondays, Wednesdays, and Fridays. The “Leave to Learn” placement is considered their school coursework and follow under the same attendance guidelines.

M/W/F Schedule

Period	Time	Class
1	8:15 – 9:00	Academic period
2	9:00 - 9:45	Academic period
Break	9:45-10:00	Break
3	10:00-10:45	Academic period
4	10:45-11:30	Academic period
5	11:30-12:15	Academic period
Lunch	12:15	Lunch
6	1:00-1:45	Credit Recovery Academic Period
7	1:45-2:30	Credit Recovery Academic Period
8	2:30-3:30	Math Intervention

T/Th: Campus schedule or Leave to Learn (Leave to Learn schedule may differ for each student)

Period	Time	Class
1	8:15- 9:00	Credit Recovery Academic Period
2	9:00-10:00	Credit Recovery Academic Period
Break	10:00-10:15	Break
3	10:15-11:15	Credit Recovery Academic Period
4	11:15-12:15	Credit Recovery Academic Period
Lunch	12:15	Lunch
5	1:00-2:30	Credit Recovery Paxton/Patterson
6	2:30-3:30	Math Intervention

In-Class Instruction

Students will attend a minimum of five Academic periods each day they are on campus. There will be 4 quarterly grading periods. Student can earn up to 2.5 credits per MWF class and 1.5 TTh class quarterly. Students can potentially earn up to a 20% credit boost with 100% daily participation and no missing classwork. Letter grade based on quality of classwork.

Leaving to Learn

Students may earn 10 elective credits per semester by completing learning experiences on Tuesday and Thursday. Most students will earn these credits through participating in internships, job shadowing, or work experience. Some learners may earn credit by taking community college courses or participating in extensive service learning. The requirement is that students participate in learning outside of the classroom for a minimum of **8 hours per week**.

If students do not embrace the Leave to Learn program or staff feel the student(s) needs additional in-class instruction, students will attend Esperanza in the traditional manner (5 days a week). Esperanza has the right to not place students

within the work-based learning program for any reason they deem appropriate. Parent support is mandatory for program participation. Students and families may be responsible for transportation to and from work sites.

Program Description

- Blended instructional model on campus with a personal learning facilitator **three days per week** and participate in **job training, shadowing, internships, work experience, service learning, or community college courses two days a week, per the discretion of the Esperanza team.**
- Subject.com is our adopted curriculum, along with supplemental materials/curriculum. These materials and curriculum may be reviewed when requested.

Program Components

- **Direct Instruction** - Students come to school M/W/F for their core courses **8:15-12:15. If they are not participating in a Leave to Learn program, students will come to school T/Th 8:15-12:15 for classes.**
- **Credit Recovery** - Students must return to campus **1-2:30 PM** on M & F to work on Subject.com or other course work. Attendance will be taken. This is mandatory time on campus. If students are not progressing adequately on credit recovery, T & Th from **1:00-2:30 PM** may become a mandatory class time for students. Additionally, students may be required to attend intervention from 2:30-3:30 MTThF.
- **Leave to Learn** - Internships, community college courses, or employment
 - Career interest inventory, reflection, and goal setting
 - Soft skills training
 - Potentially earn job related certification

Work-Based Learning Goals

- All students are assigned to a Learning Facilitator who will remain with them throughout their time at Esperanza.
- Each learner works closely with their Learning Facilitator or School Counselor to identify areas of interest and potential career paths.
- Learning Facilitators will average **15** learners assigned to their cohort. In most cases, students that enter Esperanza as an 11th grader, will remain with the same Learning Facilitator, in the same cohort, for two years.
- Students will develop healthy habits and mindsets that will help them be successful out of high school.
- Students will benefit from partnerships with local community colleges and businesses so that they have a variety of viable options after high school.
- Students will practice professionalism (norms and behaviors,) and understand and apply personal and professional boundaries.
- Students will demonstrate confidence and appropriate self-expression by facing fears, overcoming resistance, building resilience, and working as a team.
- The aim is for students to earn all of the credits they need for a high school diploma while also preparing them to enter the workforce after graduation.

Community Partnerships

By partnering with employers in the community, Esperanza can tailor instruction to the specific skills students need to begin employment. The first few weeks of the semester focus on soft-skills like handshakes, dress code, and communication techniques, and then students are released to the industry partners to begin working.

GRADING POLICY IN OUR PROGRAMS:

Esperanza utilizes four quarterly grading periods.

- Student can earn up to 2.5 credits per MWF class and 1.5 TTh class quarterly.
- Students can potentially earn up to a 20% credit boost with 100% daily participation and no missing classwork.

All courses in Credit Recovery are completed through Subject.com Online Learning System. So courses will be broken down into 1 unit (1 credit) courses, while others may be assigned as a semester course (5 credits).

- Student can earn a credit increase based on grades. 90-94%= 1.25 cr 95% or above = 1.5 cr
- All written responses must receive a score of 70% or greater, or the assignment will be returned to you to re-submit.
- All tests must be taken at school, during credit recovery. No tests will be “opened” for students to take at home.

- **Minimum effort will be graded accordingly, and optimum effort will also be graded accordingly. The choice is up to the student.**

ACADEMIC POLICY: Grades are one of the measuring tools used to report to parents/guardians the student's progress on given concepts in all subject areas. Academic grades are based on standards of achievement. Grades are based on points earned for daily classroom assignments, homework, quizzes, projects and tests. The grades will reflect the following percentages of points:

97 - 100 = A+	93 - 96.9 = A	90 - 92.9 = A-
87 - 89.9 = B+	83 - 86.9 = B	80 - 82.9 = B-
77 - 79.9 = C+	73 - 76.9 = C	70 - 72.9 = C-
67 - 69.9 = D+	63 - 66.9 = D	60 - 62.9 = D-
Below 60 = F		

ASSIGNMENTS: For students attending Esperanza, there are two types of assignments: the daily class work and online, independent assignments or projects for semester credit. Class work must be handed in at the end of the period to receive credit. Students who are not in school that day on an APPROVED absence (see Attendance Policy) will have the same number of days they were absent to turn the work in for credit. For example, if a student was absent for an approved reason (per the Attendance policy) on Monday and Tuesday, they can obtain the class assignment from the teacher on Wednesday and it is due back by Thursday at the end of school if the student wants to receive academic credit. *Online courses are all semester classes, and the final grade will be determined by the assignments and projects that are submitted for grading. Missing assignments can contribute to a lower or failing grade.*

GRADUATION REQUIREMENTS: In order to earn a diploma of high school graduation, Gridley Unified School District requires each student meet credit and subject requirements as outlined in the table below. Gridley High School has slightly different requirements for graduation, with 220 credits required for graduation.

In order to participate in the commencement exercises, a student must have completed all diploma credits the week prior to graduation, maintained appropriate school behavior, and paid all outstanding fees/bills owed to Gridley Unified. Students must also attend graduation practice to be eligible to participate in the ceremony. Students graduating from Esperanza with Esperanza graduation requirements will only be allowed to participate in Esperanza's graduation ceremony.

SUBJECT REQUIREMENTS	Credits
English	40 credits
Math	20 credits
Algebra 1 (Integrated Math)	10 credits
Life Science	10 credits
Physical Science	10 credits
Science Elective	Not required
Geography	Not required
World History	10 credits
United States History	10 credits
Government/Economics	10 credits
Foreign Language/Fine Art	10 credits
Physical Education	20 credits
Electives	50 credits
Total credits FOR DIPLOMA	200 credits

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TRANSCRIPTS:

Instead of report cards, students will receive updated transcripts every quarter. At parent request, a copy will be sent via email to parents. Parents can also request a weekly session log for Subject.com, our online credit recovery program.

ALTERNATIVE PROGRAMS AND ALTERNATIVES TO THE HIGH SCHOOL DIPLOMA:

Early Graduation - Students who have completed all graduation requirements required by the Gridley Unified School Board are eligible to graduate once credits are completed. Students and parents/guardians choosing this option should understand that the student will no longer be eligible to participate in Esperanza High School activities as they will no longer be considered a student at Esperanza. The student may walk in the Spring Graduation Ceremony. For other graduation options, please see your school counselor.

COLLEGE ENTRANCE REQUIREMENTS:

While completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges, trade schools, state schools, etc. Anyone planning on higher education should determine the entrance requirements of the school he/she plans to enter. Regular meetings with your counselor will help you plan for your goals.

COUNSELING:

School counselors work with students, parents and teachers to ensure a successful and enjoyable high school career for each student. Counselors guide students to create plans for the years following high school. Counselors monitor academic programs and progress very closely. Students having difficulty in their classes can benefit from SST (Student Success Team) Meetings and individual meetings with their Counselors. Students are able to meet with the counselor on a regular basis. Students are encouraged to email the counselor to schedule a meeting. Parents who wish to talk with a counselor or wish to discuss a particular situation regarding a specific class are encouraged to email or call the Counselor to schedule an appointment.

COURSES TAKEN OUTSIDE OF ESPERANZA:

There is a limit of forty (40) credits a student can earn outside of Esperanza High School for remediation in order to receive the Esperanza High School diploma. Students wanting to take an outside course in lieu of Esperanza High School course on their high school transcript will need pre-approval by Administration. Examples of programs in which students might take courses in lieu of the Esperanza courses may include Butte College or Yuba College. Board Policy (AR 6146.11).

FINANCIAL AID FOR COLLEGE:

To be considered for federal student aid next school award year, a student must complete a Free Application for Federal Student Aid (FAFSA). Please ensure you meet with your counselor to get all applicable deadline information. The application opens October 1st and it is due by March 2. However, it is recommended to submit the application before January. Anyone who plans to fill out the current FAFSA form should create an FSA ID as soon as possible. If you are required to provide parent information on your FAFSA form, your parent should create an FSA ID too. Because your FSA ID is equivalent to your signature, parents and students each need to create their own FSA IDs using their own unique email address and phone number. Parents should not create an FSA ID for their child and vice versa.

Students who are undocumented and/or Dreamers are invited to complete the California Dream Act application (CADAA). The California Dream Act allows undocumented students, DACA recipients (valid

or expired), U Visa holders and students under Temporary Protected Status (TPS), who qualify for a non-resident exemption under Assembly Bill 540 (AB 540), Senate Bill 2000 (SB 2000) and Senate Bill 68 (SB 68), to receive certain types of financial aid such as: private scholarships funded through public universities, state administered financial aid, university grants, community college fee waivers, and Cal Grants. Please visit the following website for more information: <https://dream.csac.ca.gov>

INDEPENDENT STUDY:

Short-term Independent Study may be requested **with a minimum of 5 days notice**, as there is a process students, parents, teachers and administrators must complete in order for the student and the school to receive no absences. The first step includes contacting the Attendance Office to set up an appointment with the Principal to review the process and sign the contract. It is imperative that students and parents understand that students must complete all assigned work in order to receive attendance credit.

ATTENDANCE POLICY:

ABSENCES & EXCUSES: The Board of Trustees and the faculty and staff of Alternative Education believe that attending classes is the fundamental requirement of a successful education, and is held by all to be the highest degree of importance. Regular school attendance plays an important role in student achievement.

Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Superintendent shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy. Specific attendance policy regulations are as follows:

1. Arriving late or leaving a class before the end of a period without permission is considered to be an unexcused absence. If students miss more than 10 minutes of class, they will not earn their daily credit. Students that are tardy more than 5 minutes will need to lock their phones in the provided locked cell phone box instead of their Yondr pouches.
2. Absences due to suspension are considered as unexcused absences.
3. Students must clear all absences within two school days from their return to school. Absences will not be changed to "excused" regardless of verification if not cleared within the two school days.
4. After a 5th absence due to illness in a semester, verification of the student's illness by a doctor may be requested.
5. This policy shall not prevent a teacher from considering class participation in the determination of a class grade, especially in the case of unexcused absences.
6. Students with unexcused absences are subject to school disciplinary action. If students are absent for extended periods of time, or habitually absent, Subject.com can be shut off at staff discretion.
7. *The entire staff of Gridley Unified School District acknowledges that students who miss school for any reason are missing the opportunity to learn and advance their education.*

EXCUSED ABSENCES: Students are excused for justifiable personal reasons including, but not limited to:

1. Health reasons: Board policy states that a parent may excuse a student up to 10 days per school year without a doctor's note. Any absence after 10 days without a doctor's note will be unexcused.
2. Verified court appearance
3. Prearranged religious observance or ceremony
4. Verified employment conference
5. Student is the custodial parent of a child who is ill
6. Doctor's notes must be turned in to the attendance within two school days upon returning to classes.

UNEXCUSED ABSENCES: Unexcused absences are those which do not come under any definition of the

excused absences section. This includes situations in which a student stays out of school for reasons that are not legal. These include, and are not limited to: oversleeping/being too tired to attend, parental appointments, babysitting, hunting/fishing, out of town travel, or any family or personal related reasons deemed necessary by a parent. While permission for these absences may be granted by the parent, there is no legal right to allow a student to miss school for these reasons. In addition to possible loss of graduation credits, students with unexcused absences may be denied make-up privileges, which may affect the student's final grade. Additional disciplinary action may be taken against students with several unexcused absences then resulting in classification as a habitual truant, which may include shutting down access to credit recovery courses through Subject.com.

PROCEDURE FOR CLEARING AN ABSENCE: When students who have been absent return to school, they are responsible for clearing the absence within 2 school days, or that specific absence(s) will be unexcused thereafter. Verify the reason for the absence using at least one of the following methods:

1. A signed written note (in ink) from parent with their phone number containing the following components: current date, student name, exact absence date(s), or hour(s) missed, and reason for the absence(s).
2. Conversation, in person or by telephone, between the verifying employee and the student's parents/legal guardian.
3. Written note from medical providers, court summons, employment appointment, etc.

TARDY: Any student who enters the school office, classroom or instructional area after the designated start time is tardy, with the clock in the school office as the official time. Students arriving late to class interrupt the instructional process and cause a delay in beginning instruction. A tardy occurring during school will result in disciplinary action. If students miss more than 10 minutes of class time, they will not receive the daily class credit. If students arrive 5 minutes after the start of the school in the morning or after lunch, they will be required to lock their phones up, in lieu of the Yondr pouches.

1. Parents should call the office to advise their student is late or may escort them into the office to sign the student in, however this does not necessarily constitute an excused tardy.
2. A tardy that is not within the standards of California Education laws will not be excused.
3. Excessive and habitual tardiness will affect a student's grades due to missing crucial class time when the teacher explains assignments and are counted towards truancy absences.

TRUANCY: Students shall be classified as truant if absent from school without a valid excuse for three days in one school year *OR* tardy for more than 30 minutes to any period also without a valid excuse on three occasions, or any combination thereof. Parents are always informed by letter of the truancy process.

1. Upon the student's first or second truancy within the same school year, an appropriate school staff member shall make every effort to hold at least one conference with the student and parent/legal guardian to discuss resources available for achieving regular school attendance.
2. If the student earns a third truancy within the same school year, they will be classified as a "habitual truant."
3. Habitually truant students will be referred to the SARB (School Attendance Review Board) a truancy mediation program operated by Gridley Unified School District office, in conjunction with Butte County CWA (Child Welfare and Attendance), and Butte County Juvenile Court, in accordance with the law.

FIELD TRIPS: Field trips, or excursions for the purpose of furthering a class's study of a particular subject, are recognized as an integral part of our instructional program. In planning such trips, teachers will take into consideration distance from school, transportation requirements, safety of students, adequate supervision, and expense. In cases where students are leaving campus, specific parental approval for individual children to participate will be obtained. All field trips will receive prior approval from the principal. The option may arise

for Students to take walks for PE credits or brain breaks supervised by a teacher. A field trip form must be signed for permission to participate in walks.

DRESS & GROOMING:

Students must dress appropriately at school and at all school events. Learning to dress and groom appropriately will enable a student to adapt productively and responsibly to the demands and expectations of society. Consistently well-dressed and neatly groomed students will gain self-confidence in their ability to present themselves in a mature and respectful manner in a variety of social contexts. Personal fashion choices such as extremes in make-up, hair styles/colors, piercings, tattoos etc., may detract from a student's appropriate demeanor in the school setting.

Under the state constitution and applicable statutes, school authorities have the right and obligation to adopt rules and regulations governing the conduct and operation of the school, including those relating to student dress and grooming. The subject of appropriate dress and grooming is always a sensitive issue. It is our sincere hope that you will use the standards found within the following code as a guide in the spirit as they are intended. ***If you aren't certain, carry in the clothing item and check with the principal.***

VIOLATIONS MAY RESULT IN THE REQUEST FOR YOUR PARENT TO BRING APPROPRIATE CLOTHING FOR YOU TO CHANGE IN TO, OR SUSPENSION FOR CONTINUED INFRACTIONS.

Modesty and Appropriateness: Enough clothing must be worn to adequately cover the student's undergarments and areas of the body that clothing normally covers so as not to be unnecessarily distracting or revealing.

1. **Hoods, beanies or hats are up to the discretion of the teacher if allowed to be worn during class.**
Persistent violations can result in confiscation for the remainder of the school year.
2. Garments must be properly fitting (includes length and size).
3. Slacks/pants/jeans/shorts must not bare too much skin on the upper mid-thigh region, and worn at the waist, riding absolutely no lower than the student's hip bones, or 2" below the waistline, whichever is the highest.
4. Shorts, dresses, skirts are to be no shorter than mid-thigh.
5. Bib overalls must be worn as designed with the suspenders over both shoulders and secured.
6. Tops: Tops may reveal no more than 1.5 inches of midriff. Braless outfits, tube tops, strapless garments, see through clothing, H-straps, butterfly backs, open back/sides, and/or spaghetti strap tops are not permitted.
 - a. Ladies are not permitted to exhibit any observable cleavage greater than one inch
 - b. Gentlemen must wear shirts at all times (this includes the P.E. period) and cannot wear sleeveless shirts or tank tops.
7. Belts: Entire belt must be inside the belt loops. No metal buckles or buckles with initials.
8. Lengths of pants must be appropriate to the length of your legs. Pants cannot cover shoes completely.
9. Footwear must be worn at all times. It is advisable to wear shoes that cover the toes and with reasonable heel height.
10. Leggings and spandex bottoms are permissible only when worn with a top that is at mid-thigh.

ITEMS NOT PERMITTED:

1. Bandannas of any color; Hairnets
2. Any type of sleep wear (pajama pants) including slippers.
3. Work clothing, such as styles worn in prison.
4. Clothing or jewelry with inappropriate words, pictures, or references to drug, alcohol or tobacco products, sex, racism or anti-ethnicity (Nazi symbols, white/black/brown pride, etc.); portrayal of weapons; vulgarity or obscenities; sexual activity; inappropriately dressed pictures of male/female models; drug, alcohol or tobacco use; and/or depicting degradation of any person or group

5. Wallets with chains and/or belt loop chains.
6. Sunglasses may not be worn in school.
7. Dangerous Objects: No student shall wear clothing, jewelry or accessories which, in the opinion of school administration, pose a threat to the physical wellbeing and safety of the student or other students.

GANG ASSOCIATED APPAREL: The principal shall define “gang-related apparel” and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on campus. As the styles, colors or other “identifiers” change often, law enforcement keeps the school updated.

In respecting a student’s personal style, only one of the following items is permitted to be worn at any given time at school. The following examples count as ONE item: solid red or blue colored shirts, pants/shorts, hats, belts, shoes, socks, shoelaces, jewelry, bandanas, etc. Any attire containing messages or logos that refer to, but are not limited to, the following gang related cultures: NorCal, 8-ball, homies, happy/sad/joker/clown, excessive gang colors (i.e. red, blue), excessive attire of professional sports teams and others as identified by law enforcement or school administration.

NUTRITION SERVICES:

Every school day, breakfast and lunch are available for all Gridley Unified School District students. These meals meet or exceed the new United States Department of Agriculture (USDA) standards for Child Nutrition Programs that include the School Breakfast Program and National School Lunch program. We look forward to offering student meals that emphasize fruits, vegetables and whole grains.

All students will receive free breakfast and lunch thanks to the Community Eligibility Program (CEP). There is no need to fill out a meal application. In order to qualify for other low cost or free services and increased funding for education, families will need to fill out an Alternate Income form. If you receive this form, please complete and return it to your student(s) school site as some of the District funding is based upon these forms. Any questions can be directed to the Director of Child Nutrition, 846-4172.

FOOD/DRINK: California Education Code prohibits the sale or consumption of soft drinks, sugary beverages and candy during school hours. As such, these items are not allowable in the classroom. Water is the only beverage that is allowed during school, and is not to be consumed while using a school computer. Any unfinished food or beverage items, other than water, that were being consumed during break may not be brought into the classroom to finish. Food in class is at the discretion of the teacher. Door dash or other food delivery services are not permitted at school. If a parent needs to drop off food for a student, it will be given to the student during break times. This should not occur more than a few times a year.

USDA NON-DISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

STUDENT HEALTH and SAFETY:

CHILD ABUSE: Every student has a right to live in a safe environment without fear. Child abuse can be physical, emotional or sexual. All employees of the school are mandated reporters.

- Tell a trusted staff member if you, or someone you know, are being abused. We want to help!
- You or your friend will get the help and support you need.

CAMPUS SAFETY: Anyone who is not a student cannot be on or near the school at any time during the school day. This includes the morning break, lunch period, or during any off campus school activity. All visitors are required to check in with the office before entering a campus, NO EXCEPTIONS. If you see any strangers on campus, report them to any available staff member.

Students may not drive other students in a vehicle at any time without a valid license and auto insurance as required by California DMV law. This includes a ride to or from school.

LEAVING CAMPUS: We have a closed campus policy in place which does not permit students to leave campus during school hours unsupervised by staff, for any reason, including during break. Students may leave campus M & F for lunch (12:15-1:00). This privilege may be revoked at any time due to behavior or attendance issues. Students may only leave campus during school hours when checked out appropriately. Bring a note to the office signed by a parent/legal guardian stating the time and reason for early release. If you do not have a note, contact with a parent is necessary.

MEDICATION: Parents must complete a medicine dispensation form prior to their child taking medicine in the school office. This form is signed by the prescribing physician and parent. The prescribed medication must have *specific* instructions for use from a licensed physician who has the responsibility for the medical management of the student.

Parents must check with the office to arrange for the dispensing of prescription to the student. Medication may not be sent in anything other than the bottle/box with the label from the pharmacy listing student name, doctor, and dispensing instructions. Students must ingest all medications in the office. Non-prescription drugs (e.g. aspirin, Tylenol) are not available at school.

DISTRICT NURSE: A district nurse is available on an on-call basis. There are no facilities at Alternative Education complex to serve sick/injured students for an extended period of time. Parents will be called to arrange pick up of their students that are too ill to remain in class.

In the case of serious injury or emergency, the school will call Emergency Medical Personnel (911) first and then contact parents.

RELEASE OF INFORMATION: Gridley Unified School District receives funds from the federal government under the *Every Student Succeeds Act*, and the law requires that the district, upon request, provide the following types of information to military recruiters, colleges and universities: access to the names, addresses, telephone listings, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. It is important for you to know that a high school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by GUSD *without prior written parental consent*. If you would like to make such a request, please notify the school office.

SCHOOL SAFETY & EMERGENCY PROCEDURES: According to the Right to Safe Schools, California Constitution, Art. I (28(c): "All students and staff have the inalienable right to attend campuses which are safe, secure and peaceful." While the duty to protect the health and safety of students is well stated, it is also important to view as essential the protection of freedom to learn and to teach, thereby guaranteeing equal education opportunity for all. Students may be disciplined for acts related to school activity or attendance which occurs at anytime including, but not limited to, any of the following:

- while on school grounds
- while going to and from school
- during lunch period (whether on or off campus)
- while going to, during, or coming from a school sponsored activity. (E.C. 48925, E.C. 48900-48911)

Emergency Drills and Safety Notifications

The safety and well-being of our students and staff are our top priorities. Throughout the school year, our campus conducts routine safety drills—including fire, earthquake, lockdown, and shelter-in-place drills—to ensure our students and staff are prepared to respond calmly and effectively in the event of an emergency.

In accordance with California Education Code (Section 32282), parents and guardians will be notified in advance regarding any drill specifically designated as an active shooter or armed assailant drill, including the date and anticipated timeframe. Students and staff will also receive clear announcements immediately before and after such drills, followed by a post-drill notice to families. Parents and guardians also have the option to opt their student out of participating in an announced active shooter or armed assailant drill upon request once they have been notified of a planned drill. Furthermore, upon request, information regarding community-based resources for trauma, mental health counseling,

and gun violence prevention will be available.

Standard emergency preparedness drills (such as routine fire, earthquake, or general lockdown drills) are conducted periodically without advance public notice to ensure authentic practice. If you have questions about our site safety plan or emergency procedures, please contact the school office.

Fire and Emergency Evacuation:

- Evacuation maps are posted near the door of each room.
- When you hear the fire alarm, look to your teacher for direction.
- Quietly and quickly evacuate the area and move to the designated area, once instructed.
- The last person to leave should close the door.
- Stay with your teacher and remain quiet.
- Do not return to class until after the all-clear signal has been given.
- Do not leave school without permission.

Earthquake

- Duck down under a desk or a table.
- Cover your head with your arm.
- Hold onto the table/desk leg.
- Remain calm.

Campus Threat/Lockdown

- Do not leave your classroom. Remain calm, quiet, and patient.
- Help your teacher barricade the door if necessary and if possible.
- Move away from the windows and down onto the floor. Seek shelter behind whatever is available.

SPECIAL EDUCATION:

The Individuals with Disabilities Education Act (IDEA) is a federal law that mandates a "free and appropriate public education" to children with disabilities. Gridley Unified School District follows the education code for special education to be in compliance with IDEA. Students become eligible for special education services through a formalized process of evaluation. Anyone who suspects that a student is disabled may request an evaluation in writing. Requests will receive a response from the school site within 15 days. Usually a Student Study Team is asked to determine whether an assessment is necessary. If recommended, assessments will take place within 60 days of the initial request. If an assessment is not recommended, the Study Team will explain their reasoning in writing. Once a student has been assessed, an Individualized Education Program (IEP) meeting is held to determine a student's eligibility for services.

All students in Esperanza High School that have an IEP will participate based on the recommendation from their IEP team and in accordance with their IEP. An IEP meeting must be held prior to enrolling in Esperanza High School.

STUDENT CONDUCT AND DISCIPLINE

STUDENT CONDUCT: The Superintendent and staff believe that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

All students are required to abide by federal, state, local and school laws and regulations. Also, each student is expected to exhibit common courtesies of decency, morality, proper hygiene, honesty and cooperation.

Student behavior that impedes the ability of other students to learn or the teachers' ability to teach is unacceptable.

All Students Are Expected To:

- Arrive to school on time and attend consistently.
- Not purposely violate the dress code by bringing/wearing items to school
- Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person. No physical violence or threat of physical violence is tolerated on campus.
- Be considerate in their relationships with students, teachers, and staff.
- Respect others personal property
- Respect school property by using the equipment/materials with teacher permission safely and only for educational purposes
- Keep their language and gestures respectful and free of profanities.
- Follow all rules and procedures provided in this handbook.
- Keep hands, feet, and objects to themselves. This includes roughhousing and "playing around".
- Follow classroom procedures established by each teacher.
- Ask permission from the teacher to leave the class for any personal reason(s)
- Appropriate interaction which includes excessive displays of affection; keeping self and others physically safe.
- Be prepared by bringing required materials/supplies in preparation to engage actively in the learning process.
- Not be disruptive as to prevent the learning of others.
- Complete their own assignments by not cheating or plagiarizing (copying)

CLASSROOM CONDUCT: Students who display unacceptable classroom behavior or are off task are considered to be disruptive to the education process and are initially subject to disciplinary action by the teacher and/or principal.

A student is subject to school disciplinary action while on the school grounds, going to or coming from school, during the break/ lunch period (whether on or off the school campus), or during and while traveling to or from, any school sponsored event.

Gridley Alternative Education expects their students to respect the individual rights of their fellow students and staff, make a concentrated effort to maintain books, equipment, facilities and property, and assume a sense of pride, responsibility and accountability to their school. Any student who fails to comply with the school's student behavior standard is subject to disciplinary action, including but not limited to working in an alternative setting with full access to course curriculum through Subject.com.

DISCIPLINE PLAN: The focus of the DISCIPLINARY PLAN is to establish and maintain a safe and secure learning environment, with minimal disruption, for the benefit of both students and staff. The message to the students and to their parents/guardians is very clear: students who choose aggressive, disruptive or defiant behavior are given the option of controlling their behavior or risking removal from school.

Consequences for inappropriate behavior will be implemented first by the classroom teacher and next by the administration. The order of steps may vary depending on prior violations by the student during the current school year and the seriousness of the offense.

Students will be redirected for disciplinary action in the following areas, scheduled for detention, parent notification and/or referral to the Principal: (Law enforcement agencies may be involved when applicable)

- Habitual classroom disruption and/or failure to comply with the assigned consequence
- Cutting school and regular tardiness to school/class
- Serious misbehavior: fighting, theft, direct defiance, property destruction, etc.
- Use of electronic devices (i.e. cell phones, iPods). Having the device in the “ON” position (which include vibrate, airplane or silenced modes) is a violation. (ED Code 48901.5)
- Weapons, drugs or acts of violence
- Gang Symbolism(s)
- Using drugs (illegal or prescribed), any type of nicotine (i.e. cigarettes or chewing tobacco), vaping, or alcohol
- Conspiring to haze, engage in hazing, or commit any act that injures, degrades, disgraces, and/or tends to injure, degrade or disgrace any fellow student or person attending the school.
- Dress code violation(s)
- Leaving campus/class without permission
- Use of obscenities and profane or racist language

The Following Items Are Illegal to Possess on ANY School Campus:

- Firearms, knives of any kind (including pocket knives) and anything that could be used as a weapon. This includes screwdrivers, squirt/toy guns, aerosol cans.
- Alcohol, tobacco, or drugs of any kind (prescription medicine, as well as over-the-counter medication, must be stored in the office). (ED Code 48900 c, h, j)
- Matches, lighters, firecrackers, or other explosives.
- Other disruptive, illegal, or dangerous objects.

Cheating and Academic Dishonesty: Cheating is an act involving school work with one or more of the following elements: copying, exchanging answers (verbally or otherwise), plagiarizing, using “cheat sheets”, and/or claiming the work of another as their own. In situations where two or more students exchange information, the student who provides the material will be considered as much at fault as the other parties involved. Consequences for cheating on in-class assignments follow a student throughout their enrollment at Alternative Education, and are not “class-specific” or “semester-specific”.

Consequences may follow the below steps but are subject to school administration discretion.

- 1st Offense: A zero grade on the assignment, test or project.
- 2nd Offense: A zero grade on the assignment, test or project and all related course work turned in for that grading period (grading terms are published at the beginning of each semester.)
- 3rd Offense: A failing grade in the course and possible removal from the course.

Further disciplinary action may occur in conjunction with the above.

Consequences for plagiarizing on Subject.com: If students plagiarize on Subject.com coursework (use of AI writing tool, copy and paste from online, use of other students’ work, etc.), students will receive an instant F for that unit assigned and will not be allowed to retake the unit.

Detention: Detention hours are earned for disciplinary reasons therefore the administration or teacher may keep students after school. Students are required to serve their detention upon assignment and must be given at least one (1) day’s prior notice. In case of conflict, prior arrangement may be made with the principal or teacher assigning the detention. Failure to serve detention will result in further disciplinary action. Students are expected to bring materials to study during the time of detention; new assignments will not be provided by the teacher. It is the student’s responsibility to inform their parent/guardian of their earned detention hour(s).

Suspension: Suspension is a consequence for more severe misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and a notification is mailed home. The student may not be on or near any school grounds (within 600 feet in any direction) while he/she is

suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of each teacher.

A teacher may suspend any student from his/her class for the day of, and the day following, any of the acts as outlined in Discipline plan section above. The principal may recommend a pupil's expulsion for any of the acts listed in the Discipline plan section above. The actual expulsion requires action by the school board.

Recent legislation (Education Code 48915) requires that the principal or superintendent shall immediately suspend and *shall recommend expulsion* for the following three offenses:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.

Due Process in School Discipline: Students of public schools have an obligation to conform their behavior to acceptable standards. Alternative Education's Code of Behavior and the California Education Code clearly state these standards and the consequences of breaking these standards. Failure to comply with the Code of Behavior and the California Education Code may result in suspension, expulsion from school, or possible transfer to another type of alternative educational program. In order to insure that the student is given due process, the following steps will be taken when any consideration is given to expulsion of a student.

Suspension Due Process:

- Provide the opportunity for all students and parents to know the rules and regulations and the consequences of breaking the rules and regulations.
- Inform the student as to the charge(s) brought against him or her.
- If applicable, allow the student to see all the records and provide copies, or facsimiles, if requested.
- Provide the student an opportunity to confer with an administrator to tell his or her version of what occurred.
- Inform the student of the next steps of the disciplinary process and the consequences of further violations.
- Notify the parent or guardian each time a suspension occurs by mail if the suspension is "In School" and by phone if suspension is at home.

Expulsion Due Process: The following four offenses will result in expulsion unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person
 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
 3. Unlawful possession of any controlled substance.
 4. Robbery or extortion.
- The student shall be entitled to a hearing to determine whether the student should be expelled.
 - Written notice of a hearing shall be forwarded to the student/parents at least ten (10) calendar days prior to the date of the hearing. The notice shall include: the date and place of the hearing; a statement of the specified facts and charges upon which the proposed expulsion is based; a copy of the disciplinary rules of the district that relate to the alleged violation; a notice of the parent, guardian, or student's obligation pursuant to Education Code 48915.1(b); and notice of the opportunity for the student or the student's parent or guardian to appear in person or employ and be represented by counsel, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
 - A record of the hearing shall be made.

- Technical rules of evidence shall not apply to the hearing, except that relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
- A decision of the Board of Trustees to expel shall be supported by substantial evidence. Final action to expel shall be taken only by the Board of Trustees in a public session.

Student Searches: For the safety and welfare of students and personnel, and to maintain order and discipline, school administrators may physically search students and their desks, clothing, backpacks, book bags, purses, and other such containers, when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or school policies. Law enforcement will cite and in some cases arrest a student if illegal items are discovered. A search by a trained drug dog may also occur randomly during the school year.

Telephone: The school phone is for business purposes only. Student use is restricted without permission. Student cell phones are not to be used in class but students may use them before or after school hours or during break. Student cell phones shall be turned “off” during class time, and place in a Yondr pouch.

Technology Access: Users are expected to use technology and the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the technology and the Internet at all facilities used for GUSD purposes.

Student Technology Use Expectations: Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on school grounds. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. *Students shall:*

- 1. not have any food or drink near any computer**
2. not download/stream movies, videos, music or use computers for any social media purpose.
3. not access material that is obscene, pornographic, “harmful to minors”, or otherwise inappropriate for educational purposes.
4. not use school resources to engage in “hacking” or attempts to otherwise compromise system security.
5. not engage in any illegal activities on the Internet.
6. not download or install any commercial software, shareware, or freeware.
7. not copy other students’ assignments or files.
8. not disclose personal information, such as name, school, home address, and telephone number outside of the school network.
9. not open any unauthorized file or application from a removable flash drive
10. not use a proxy server or other method to circumvent the web filter
11. only use electronic mail, for school-related purposes with teacher approval.
12. notify the teacher or principal immediately if they encounter materials that are inappropriate.

Any violation of school policy and rules will result in loss of the student’s school-provided access to technology. Additional disciplinary action may be determined in keeping with existing school policies and procedures. Law enforcement agencies may be involved when applicable,

UNIFORM COMPLIANCE PROCEDURES

The *Alternative Education Complex* has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

Alternative Education shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment,

intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- o Consolidated Categorical Aid Programs
- o Migrant Education
- o Career Technical and Technical Education and Training Programs
- o Child Nutrition Programs
- o Special Education Programs
- o Safety Planning Requirements

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Maggie Daugherty, Principal
Alternative Education Complex
581 Jackson Street, Gridley, CA 95948

Valuables: The school will not be responsible for any personal items or personal electronic devices that are lost, damaged or stolen. Leave items that are valuable or special to you at home. ***Never*** bring large sums of money to school.

Visitors: School visitors should make appointments in advance. Parents are encouraged, but not required, to notify the office of intended visits to meet with staff.

Withholding Grades, Diploma, or Transcript: When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.

This notice shall include a statement that the school may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

Work Permits: Work permits are requested in the school office along with explanation of the procedure for completing the work permit application process. Work permits are at the discretion of the principal. Work permits may be withdrawn by the school principal should regular attendance or academic progress at school become problematic.

MENTAL HEALTH SERVICES

Gridley Unified School District has compassionate, well trained counselors to help students and their families with mental health concerns. **If you are in a life-threatening situation or experiencing a mental health emergency, please call 911 immediately.**

24-Hour Crisis Services 1 (800) 334-6622 OR 530-891-2810 560 Cohasset Rd. Suite 180 Chico, CA 95926 Stabilization Line 530-891-3277 National Suicide Prevention Lifeline call or text the National Suicide Prevention Lifeline at 988. More information can be found at 988lifeline.org. Resource needs in Butte County Dial 211 Drug & Alcohol Screenings Chico 530-879-3950 Oroville 530-538-7277	Red Nacional de Prevención del Suicidio 1(888) 628-9454 (Español) Crisis Text Line Text HOME to 741741 anywhere in the US North Valley Talk Line (Warm Line) 1-855-582-5554 NON-CRISIS, PEER SUPPORT Open 4:30 p.m.-9:30 p.m. Every Day Behavioral Health Youth Screenings (By appointment only) Chico Youth 530-891-2945 Gridley Youth 530-846-7305 Oroville Youth 530-538-2158
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Gridley Unified School Counselors

School counselors provide short-term individual and group counseling for at-risk students, provide behavioral techniques for teachers, parent consultations, education and resource linkage. If your student needs a mental health referral please contact Behavioral Health at 530-846-7305 or call your school counselor directly for assistance.

AMENDMENT NOTICE: The school administrator retains the right to amend this handbook. Students and their parent/legal guardian will be given prompt notification in the event that changes are made.



Notice to Parents, Guardians, Pupils, and Teachers

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

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

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year, or if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's website at <http://www.gusd.org>. You may also download a copy of the California Department of Education complaint form in English and in other languages from the following website:
<http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

Esperanza High School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Esperanza High School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])

Parents are provided copies of the Parent and Family Engagement Policy within the School Handbook. Additionally, it is posted on the Esperanza High School website. The policy is updated annually with parent feedback through the GHS & Esperanza joint School Site Council, as well as during the annual LCAP site stakeholders feedback meeting in the Spring. Parents are informed about these meetings via Parent Square and the GUSD website.

Our School Site Council is established and meets quarterly, and provides a forum for discussion in identifying barriers and developing further strategies to engage parents and create stronger bonds between the school and families. Feedback is continually solicited through a variety of means: parent surveys, parent conferences, district-wide meetings, and parent-requested meetings.

Esperanza utilizes several forms of communication with parents. ParentSquare is a program that provides the ability to send all-call messages by video, text, and email. The district and school websites are utilized to post important information regarding Title I information and programs. Parents and families are notified in the language spoken at home, as indicated in Aeries. Thus, families are able to access notifications in their preferred language via the use of the Aeries and Parent Square translator.

Parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]). Details on how to discuss the amendment of the policy are in the box below:

Parents experience an open-door policy at our school. Parents and families are always welcome to set up a meeting with the site administration or staff. Our school holds conferences in the fall with all incoming students. We also conduct meetings throughout the year for individual students or students in special programs (i.e.: IEPs, 504s, SSTs). Parents may always submit comments in writing regarding the SPSA or engagement policy, and may attend regular SSC meetings and DELAC meetings.

The Local Educational Agency (LEA), Gridley Unified School District, involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

This policy can be located on our website at GUSD.org.

Parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Parents may always submit comments in writing regarding the SPSA or engagement policy directly to the school administration or District Office administration, and may attend regular SSC meetings, LCAP, and DELAC meetings.

The school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Esperanza holds an annual Title I meeting by October of each school year. Coffee & Conversation with the Principal /Title 1 Parent Meeting- date and time to be announced through Parent Square and on our website. The Title 1 meeting provides an informational session for parents to update them and include them in our Title I programs, student performance, and parental rights. This meeting is interactive, and parents are given a multitude of opportunities to ask questions and give feedback regarding support for their children. The meeting is facilitated by the school administration, counselor, and teaching staff. Interpretation services are offered at the meetings for those parents who are not English speakers.

The steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Esperanza attempts to hold annual meetings during times that are convenient for parents. As an example, School Site Council meetings are set based on the priorities of parents and stakeholders that comprise the council, so that maximum attendance is achieved. Parents are engaged about which days and times work best for them for each individual meeting. Other general meetings for all parents are held during evening hours to ensure maximum parent participation and to minimize conflicts with personal schedules. District-wide parent engagement meetings are supported with childcare supervision (as indicated), interpreters, and expert support.

At the request of parents, alternative meeting times will be considered. Parents and families are always welcome to set up a meeting with the site administration or staff. Parents and families are always welcome to set up a meeting with the site administration or staff, and/or submit comments/recommendations in writing.

Parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The GHS and Esperanza joint School Site Council is composed of school staff, students, parents, and community members, and they meet regularly throughout the year. The Site Council reviews the school's Title I program and Single Plan for Student Achievement in the Spring of each year in order to evaluate the effectiveness of the program. The "Annual Review" portions of the Single Plan for Student Achievement are utilized to formally evaluate the previous year's goals and all aspects of the school's Title I program, including what did not work or achieve anticipated goals. From there, the new plan is discussed with parents, students, and staff in order to receive input and then revised accordingly and approved by the Site Council. Then, the plan is taken before the board of trustees for approval to address any changes. Additional information is solicited through a Family Engagement Survey (Healthy Kids Survey) given out annually. This information is helpful in updating the School Family Engagement Policy as well as in providing some feedback regarding the effectiveness of student support structures and the effectiveness of Title I programs.

Parent involvement opportunities include: School Site Council, school website, DELAC meetings, LCAP Meetings, Coffee with the Principal meetings, parent conferences, and district/school surveys.

Communication between parents and the school site is vital to maintaining an effective partnership. This communication takes form in several ways: one-way information dissemination, two-way dialogue between the school site and parents, and soliciting of anonymous feedback through surveys to assist in the formulation of school and district plans and policies (SSC, SPSA, ELAC, LCAP).

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

The school provides parents with information via Parent Square and our website.

Parents receive information about Title I programs annually during SSC meetings. Timely communication about the Title I, Part A programs is also done through updates via Parent Square, at SSC meetings, DELAC meetings, and Title I parent meetings. Information is posted on the school website, in the main office, and sent through the U.S. Mail when necessary.

Esperanza utilizes several forms of communication with parents. ParentSquare is a program that provides the ability to send all-call messages by video, text, and email. The district and school websites are utilized to post important information regarding Title I information and programs. Parents and families are notified in the language spoken at home, as indicated in Aeries. Thus, families are able to access notifications in their preferred language via the use of the Aeries and/or Parent Square translator.

Esperanza uses a variety of strategies to inform parents and stakeholders regarding curriculum, assessments, and expectations for students. The district-provided Student/Parent Handbook contains vital information on graduation requirements, specific site courses, and expected outcomes for students. These are provided to parents. Parents confirm receipt of these materials through a signature form collected at the beginning of every school year. Esperanza Student Learner Outcomes

(SLOs) are shared with parents via the handbook. Esperanza sends home transcripts multiple times per year. Additionally, Esperanza's parents have access to Aeries Gradebook, which provides them with their student's attendance and grade data at any time.

If the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]) can be down with outline details below:

Parents and families are always welcome to set up a meeting with the site administration or staff. Parents may always submit comments in writing regarding the SPSA or engagement policy directly to the school site administration or to the district office. The school site will share these comments with the board of trustees and district office administrators.

Esperanza's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on the date of first school site council meeting in 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually within the school handbook and online. Parents will be notified of any updates to the policy on or before October 15, 2026, via Parent Square, the school website, and the annual Title 1 meeting.

Maggie Daugherty, Esperanza Principal 8/7/2026

Gridley High School/Esperanza High School

Parent/School/Student Compact

As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the state's student academic achievement standards
- Provide ongoing two-way communication between all staff and parents utilizing phone, email, appointments, Parent Square, and Aeries
- Provide parents with positive communication for feedback (student of the week, athlete of the week, photo of the week)
- Provide opportunities for parents to volunteer and participate in school activities (as guidelines permit)
- Provide a mutually respectful relationship between all parties (students, parents, staff, teachers, and volunteers)

As a parent, I will:

- Support my child's learning by ensuring that he/she has proper rest and nutrition
- Ensure that my child attends school regularly and arrives on time
- Support my child's learning by monitoring his/her academic progress
- Help set a positive tone for learning with my child
- Participate in decisions relating to the education of my child through a mutually respectful relationship with school staff
- Provide a time for homework completion
- Support my child's involvement in extracurricular activities, and participate when appropriate

As a student, I will:

- Follow the behavioral expectations at our school as outlined in the student handbook
- Respect self, teachers, staff, and peers
- Seek additional support when needed (advocate for my learning, social and mental well-being)
- Make every effort to be on time to school and attend all my classes, every day
- Make responsible choices regarding my education, future and well-being
- Engage in my learning by putting away my electronics (phones, headphones, etc).
- Make the best of my high school experience by getting involved and/or supporting extra-curricular activities
- Use electronic devices appropriately and responsibly, using them only when appropriate.

Approved by SSC, 2026