



STUDENT & PARENT HANDBOOK

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

Est. 1953 ~ Celebrating 65 Years

Where language and learning thrive!

*An ASL/English bilingual day & residential school serving Deaf and Hard-of-Hearing students
ages 3 to 21 from 11 counties in Southern and Central California
with local district-based Parent-Infant Program for students ages 18 months to 3 years old*

**3044 Horace Street
Riverside, California 92506
951-248-7700
951-824-8070 VP/Español
www.csdcubs.com**

State Special Schools
California Department of Education
<http://www.cde.ca.gov/>

Administration

Nancy Hlibok Amann, Ph.D., Superintendent, CSD Riverside
Scott Kerby, Division Director of State Special Schools, CDE
Tom Torlakson, State Superintendent of Public Instruction, CDE

Revised August 2017



TABLE OF CONTENTS

CSD HISTORY AND OVERVIEW	3
ASL / ENGLISH BILINGUALISM AND BILITERACY	4
FAMILY & SCHOOL CONNECTIONS	6
CSD WEBSITE, MEDIA & PUBLICATIONS	9
EARLY CHILDHOOD EDUCATION (ECE)	10
ELEMENTARY DEPARTMENT	11
MIDDLE SCHOOL	12
HIGH SCHOOL	13
CAREER & TECHNOLOGY EDUCATION (CTE)	14
ALTERNATE CURRICULUM EDUCATION (ACE)	15
PHYSICAL EDUCATION	16
CURRICULUM AND LIBRARY	18
STUDENT SERVICES	29
ADMISSIONS POLICY	31
HEALTH SERVICES	33
FAMILY LIFE & HEALTH EDUCATION	35
TESTING PROGRAMS	36
ACADEMIC GRADING SYSTEM	38
STUDENT ORGANIZATIONS	39
HIGH SCHOOL GUIDELINES AND SERVICES	41
ATTENDANCE POLICY	46
ACADEMIC PROBATION POLICIES	49
DIGITAL NETWORK & INTERNET ACCEPTABLE USE	50
PERSONAL ELECTRONIC & MOBILE PHONE POLICY	52
DRESS CODE	53
STUDENT VEHICLE & PERSONAL MOBILITY DEVICES	54
BEHAVIOR GUIDELINES	55
EDUCATION CODE 48908-DUTIES OF PUPILS	56
LEVELS OF DISCIPLINARY ACTION RESPONSES	66
TERMS OF DISCIPLINARY RESPONSES	68
UNIFORM COMPLAINT PROCEDURES: TITLE IX	71



Where language and learning thrive!

Our Mission

Students at California School for the Deaf are engaged in a positive environment where ASL and English are valued, cultures are embraced, learning is relevant, and self-worth is uplifted. In collaboration with families and school communities, Southern California students prepare for college and careers through academic rigor, innovative technology, and extra-curricular opportunities.



Our Core Values

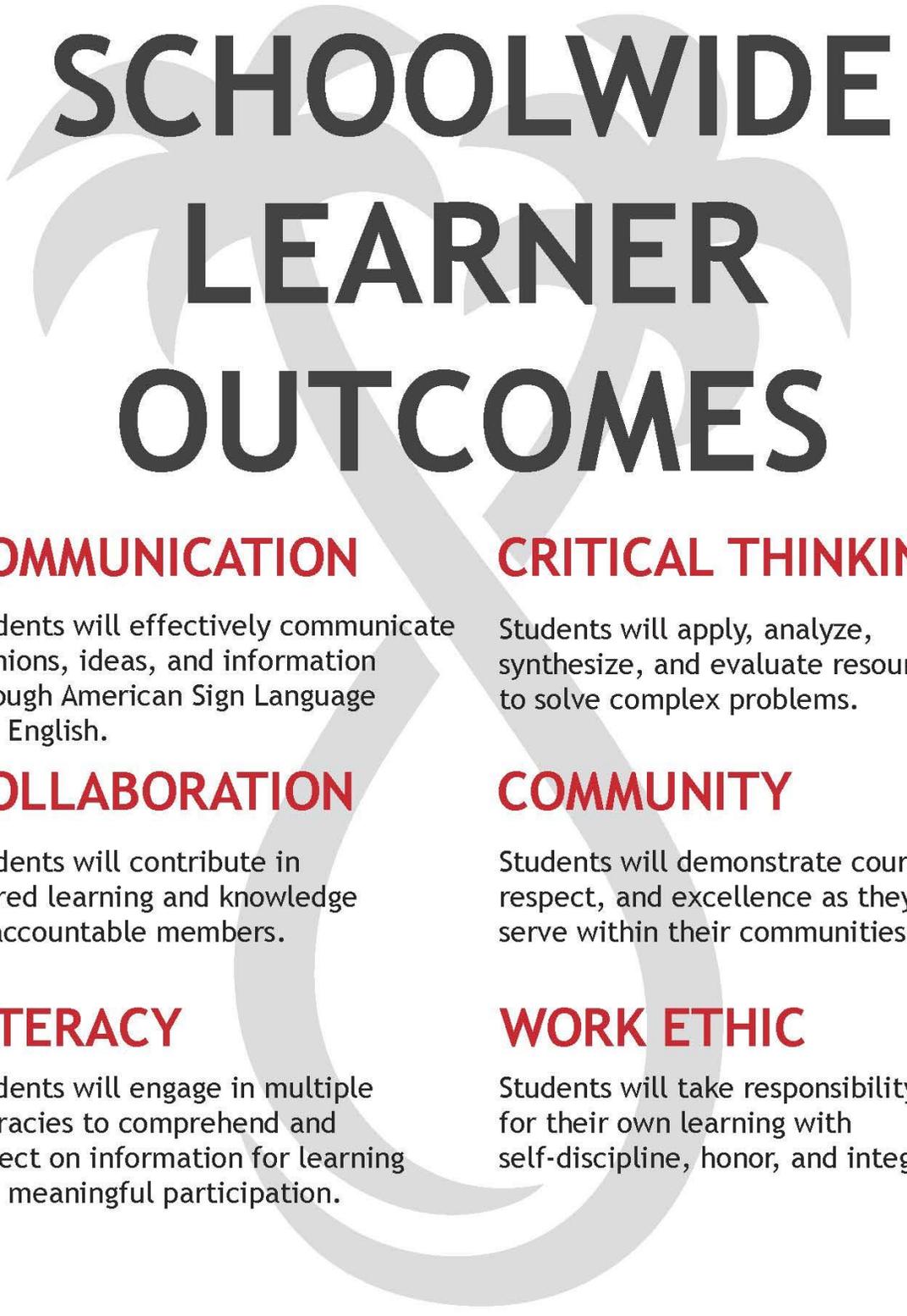
Support children becoming **balanced bilingual individuals** by recognizing the relationships between language development, cognitive development and social/emotional development.

Value and **utilize data** to ensure ongoing, consistent improvement both for the individual student and the school as a whole.

Grow professionally as educators who implement standards-based best practices by planning collaboratively with resources and training.

Foster an **equitable** learning environment that is **physically and emotionally safe** for students and staff.

Respect families as a **vital part** of the students' learning, where staff and families work together, and put the **good of the student first**.



SCHOOLWIDE LEARNER OUTCOMES

COMMUNICATION

Students will effectively communicate opinions, ideas, and information through American Sign Language and English.

COLLABORATION

Students will contribute in shared learning and knowledge as accountable members.

LITERACY

Students will engage in multiple literacies to comprehend and reflect on information for learning and meaningful participation.

CRITICAL THINKING

Students will apply, analyze, synthesize, and evaluate resources to solve complex problems.

COMMUNITY

Students will demonstrate courage, respect, and excellence as they serve within their communities.

WORK ETHIC

Students will take responsibility for their own learning with self-discipline, honor, and integrity.

Where language and learning thrive!



CSD HISTORY AND OVERVIEW

History

California School for the Deaf was established in 1953, through the efforts of its founding father Perry E. Seely, a former President of the California Association of the Deaf. CSD serves deaf children from eleven different counties throughout Southern California. CSD is one of two schools for the deaf in the California Department of Education (CDE) State Special School and Services Division. Parents/guardians and/or school staff can request for the referral when discussing placement options during the IEP meeting.



Overview

CSD is a dual-accredited school by the Western Association of Schools and Colleges (WASC) and the Conference of Educators and Administrators of Schools/programs for the Deaf (CEASD). CSD is a Professional Learning Community with state standards expectations and assessment, state-adopted curriculums, diploma-bound academic courses, work experience and career preparation programs, after school extra-curricular programs, and sports competitions. Unlike other schools, CSD is unique in many respects. Deaf children are at CSD to learn to communicate and express themselves clearly with teachers and peers. Teachers help students learn challenging curriculums through visually accessible methods and with any necessary modifications. Instruction by trained, bilingual instructional and support staff is done in smaller, individualized group settings that best fit the students' diverse language and educational needs.

The school serves 400+ students ranging in age from 3 to 22, and has an on-site local district-based Parent Infant Program for children 18 months to 3 years of age. Structured in many ways like a small school district, CSD is home to an Early Childhood Education program, Elementary School, Middle School, High School, Alternative Curriculum Education Program and Career & Technology Education Program. Students living more than one-hour driving distance from the school have the option of residing in campus cottages during the school week. They arrive on Sunday evenings and leave for home on Friday afternoons. The school provides transition services and work experience to High School students, as well as assistance after graduation in finding employment in their home areas.

Located in the city of Riverside, CSD and its students are an integral part of the local community and as such are included in many of the annual city events and activities. CSD is a long-time member (over 40+ years) of the Greater Riverside Chamber of Commerce. The city celebrates Deaf Awareness Week once a year by providing both day and evening activities to highlight the worthwhile impact the school and the deaf community have had on the city.

In addition, CSD serves as an outreach state resource center, "Thrive", the California Deaf Education Resource Center (CDERC), to provide support and training to parents of other deaf and hard of hearing children, early interventionists, local education agencies, and educators at other schools serving deaf children, with an assessment center for unique cases that are referred to CSD.

CSD embraces the philosophy that positive academic, intellectual, social-emotional, and physical development is the goal for every deaf child, and that responsibility for the achievement of this goal is shared by the student, the family, and the school. In implementing this goal, CSD uses a bilingual approach to learning and development with equal emphasis on American Sign Language (ASL) and English.



ASL / ENGLISH BILINGUALISM AND BILITERACY

Philosophy

In general, students need to learn language from parents, teachers, and their community. The more languages they learn, the better they will be able to communicate and expand their learning. This truth also applies to deaf children when using a visual and accessible language, ASL, to prevent language deprivation. Research advocates for early exposure to ASL which enables deaf children to acquire the conversational form of a language so that when they enter school they can continue to learn rather than begin to learn. Full understanding and full use of a first language fosters the language component of the brain for the child to then master academic learning (and a second language).

School Application

To support and maximize the well-defined benefits of this bilingual philosophy, instruction and communication at CSD occur through American Sign Language and English, in the written form in whole group settings and in the spoken form as applicable to individual students and in small groups. In and out of the classroom, students have access to communication with their friends, teachers, and support staff. ASL helps meet students' language, literacy, and content knowledge needs, and provides cognitive advantages in functional and critical thinking skills across content areas. Students' multi-lingual abilities intertwine for social and academic learning. ASL and English are used fully, either alternatively or separately in the classrooms with a teaching purpose to model each language in its correct form and to enrich students' language abilities. Research shows that students who understand how their two languages are similar and different do better in school in any language. At CSD, written English is a requirement, and additional modalities of English vary for each child. As a supplement to instruction, students can receive speech services that focus on skills and strategies to facilitate positive interactions with non-signing individuals.

Students learn ASL and English at CSD through increasingly demanding bilingual abilities. The first and crucial step to master is bilingualism, which is the use of basic interpersonal communication skills in ASL and English, a necessary foundation. Newly enrolled students who have not learned sign language will benefit from an ASL immersion class at CSD, to assist them in the bilingual learning environment. The second and ultimate step for all students is biliteracy, which is applying literacy skills in two languages with cognitive and academic language proficiency. To foster students' increasing ability to read and write in English, ASL literacy includes ASL viewing of literature and informative materials, videosigning skills, translanguaging, and language analysis, all of which reinforce the bridging between the two language modes.

CSD has trained specialists who provide support services for students' developmental language needs, as well as classes and opportunities for families to develop signing skills. School data show that language and academic performance greatly improve when students attend CSD, or similar programs with inclusion of sign language, and have this language access at home and/or in their community from an early age.

School Educational Logo

CSD has a visual expression of its purpose - one that marries past to present and sets the course for where the school is headed in the future. This bilingual logo, by Deaf professional designer Suzanne Stecker, symbolizes CSD's commitment to remain true to the core values:

- The logo shape is an abstract of the ASL handshape "R" in print form for "Riverside."
- The two languages of ASL and English are represented with balance and equality by the two tree trunks. The trees intersect because both languages are used back and forth with clear purpose throughout the day, with ASL as a bridge to learning English.
- The trees grow, as students achieve through this bilingual program, and their cognition, language, literacy, academic performance, and self-esteem thrive.
- Five palm branches at the top of the tree trunks represent the shape of hands signing "CHAMP." Students shall be champions in academics, sports, organizations, career, and life.





RIGHTS AND RESPONSIBILITIES

The California School for the Deaf believes that educating a student is a collaborative effort between the school, the student, and the families. In order to support this collaboration we realize that each party has rights and responsibilities. The intent of the following rights and responsibilities is to provide a generalized list but is not comprehensive or all-inclusive.

As a student, you have a right to:

- Engage in a safe, positive, and motivational learning environment—one that is unbiased, nonjudgmental, and free from prejudice, discrimination, harassment, hazing, intimidation, bullying, verbal or physical threats, and abuse.
- Receive high quality instruction that is comprehensible and appropriate to your level of academic development including communication, student support, and health services.
- Be expected to achieve at high levels.
- Voice, share, and discuss your feelings, ideas, issues, opinions, and perspectives with students, administrators, faculty, and staff members in a positive, mature manner.
- Receive a copy of the handbook and seek information about policies and procedures, including the right to appeal disciplinary decisions to the Principal.
- Expect that activities, athletics, programs, clubs, and organizations provide opportunities to meet a variety of student interests.
- Be treated with respect, as a unique individual, including differing needs and learning styles among students and staff members.
- Have access to your educational records and expect that the privacy is in compliance.

As a student, you have a responsibility to:

- Make positive contributions to an environment that allows yourself and other students to be free from discrimination, harassment, hazing, and bullying.
- Attend school daily according to academic calendar, arrive on time, bring appropriate materials, and be prepared to participate in class, complete assignments, and make up work resulting from an absence.
- Strive for academic growth and for your personal best.
- Respect the rights, feelings, and property of other students, parents, school staff members, and visitors.
- Conduct yourself in an appropriate and respectful manner while on school grounds, school buses, at any school-related activity, or in the classroom.
- Do not interfere with the rights of other students to participate in a safe and positive environment that is conducive to learning.
- Abide by the policies/regulations and understand the information in the handbook.
- Make positive contributions to an environment that allows yourself and other students to have equal access to opportunities and follow guidelines set up for participation in school or extracurricular activities.
- Display behavior that does not compromise the safety of other students and/or staff members and respect other students, staff, and adults.

Communication with Parents

School personnel communicate with parents about school programs, student progress and services in the IEP, and any other questions or concerns. Communication and cooperation between the home and the school is considered by CSD to be critical to the student's academic achievement.

Religious Education Participation (EC49091.12, 51240, 51511, 51513)

Children may attend off-campus religious education classes and/or religious services if parents/guardians give permission.

The school is not responsible for a student's care during days that (s)he is absent for the purpose of attending religious activities. The place of worship is responsible for providing transportation and personnel to supervise the children during their absence from the school and while they are en route to and from the school and place of worship facility.

It is the parent/guardian's responsibility to inform the place of worship if they want their child to participate in services and activities and also to inform the place of worship of their address and phone number so that they can be contacted about the religious activities. In the event that parents/guardians desire to cancel permission for their child's attendance at the religious functions of the place of worship, it shall be their responsibility to inform both the place of worship and the school of the change. The place of worship also informs the school.

Request for Student Parties

Parents may request a party for their child for a special occasion, i.e. birthday, at least one week in advance with the Classroom Teacher. With permission from the Department Principal, a party may be arranged during school time only, if the teacher and principal agree. All food, party favors, etc., must be provided by the parent. Food must have a list of ingredients included. **Parents must comply with the nut free food policy.** Parents should notify the principal and teacher of the date they wish to have the party so it does not conflict with other scheduled activities and so that the school is aware that parents will be visiting. Parties will be held in the student's class only. Although we recognize the importance of special occasions disruption of the school day must be kept to a minimum.

Volunteers

Parents and relatives are welcome to volunteer in school. Families who wish to volunteer in our school must contact the Volunteer coordinator and must follow campus procedures before volunteering on campus. Contact information can be found on CSD website and the list of contacts page in the handbook. If a parent wishes to volunteer more than ten hours per school year, then the parent will need to be fingerprinted by the Personnel office. Parents are most welcome to go on fieldtrips with their child. They must ride in their personal vehicle. Parents are not allowed to ride in state vehicles unless they are on the approved volunteer list.

Parent Staff Working Together (PSWT)

PSWT is to support the mission of the school. All parents are welcome to join and be part of the community to strengthen the partnership between families and the school.

Community Advisory Committee (CAC)

The Community Advisory Committee includes 51% or more parent representatives, as well as the president of PSWT, who meet on a monthly basis to provide feedback to the Superintendent on various school-related topics. The staff members serving on the CAC include teacher representatives from each department, with a Family Education coordinator and an Outreach staff. Community representatives may include CSD alumni, the Center on Deafness-Inland Empire (CODIE), the Riverside/Southern California chapter of the California Association of the Deaf, Deaf Women United of Southern California, and/or Deaf-owned businesses. Parent and community involvement is encouraged for addressing important issues and advice with the Superintendent. With CAC, the school hosts Open Forums for parents and community. CAC examines how CSD programs and services affect all students, and strives for a positive educational environment. Interpreters are provided at all major events, and at the monthly meetings upon request.

ASL Storytelling Night

CSD hosts a monthly ASL storytelling night for families. Special guests will be storytellers for the children at the Elementary Library the first Wednesday of every month.

“Thrive” - California Deaf Education Resource Center (CDERC)

The purpose of Thrive is to support the right of Deaf Children to have access to a complete language from birth. To provide on-going assessment and work with families and districts to provide services that will lead to appropriate language and social developments.

Provides information to families regarding community services; refers families to local support groups, workshops, and advocacy groups; provides opportunities for families to network and share ideas and experiences; and helps to link "experienced" parents with parents of newly identified children who are deaf or hard of hearing.

This provision of knowledge and the development of essential skills is fundamental to parents and professionals working together as equal partners in the educational decision making process. Specifically, the resource center seeks to:

- Increase parental involvement in the special education decision making process
- Provide information and resource
- Assist families in resolving concerns and making informed decisions regarding their child's education
- Increase collaborative relationships through information and training

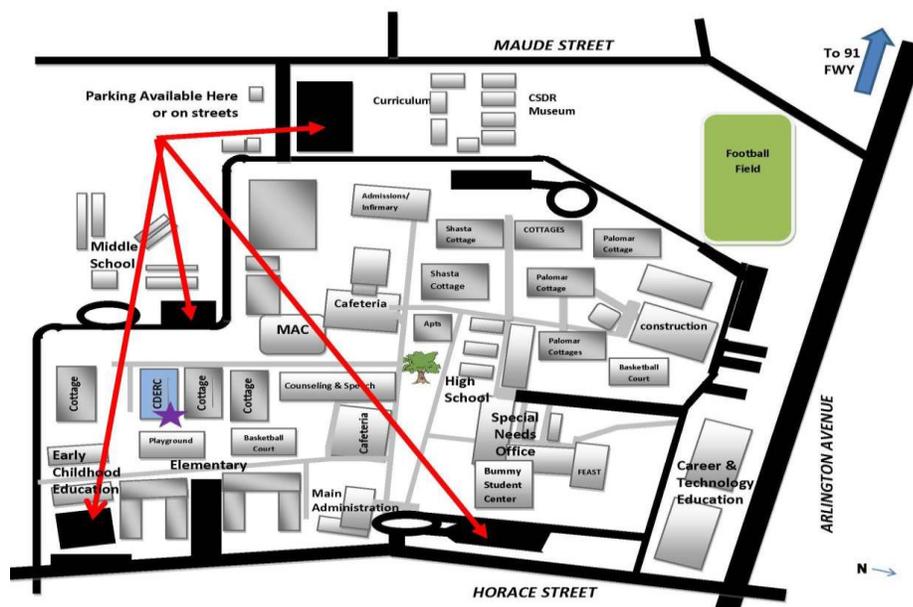
ASL for Families

Thrive provides ASL instruction. These classes are available at no cost to all family members and caretakers of deaf/hard of hearing students. This expansion will allow families with DHH children, regardless of school placement, to participate, connect, and learn with each other. ASL classes may be offered every fall and spring semester once a week. Classes are held on Wednesday evenings from 6:00-7:30 pm. Pachappa 1 building on the campus of CSD.

For more information contact the CDERC Office:

Email: cderc@cldr-cde.ca.gov

Videophone: 951-824-8015





CSD WEBSITE, MEDIA & PUBLICATIONS

Website

Relevant information can be found on the school website, a centralized location for contact information, upcoming events, Admissions procedures, Family Resources, overview of each department and services, community organizations, school newsletter and social media sites. Two addresses will lead visitors to the same website page: <http://csdr-cde.ca.gov/> or www.csdcubs.com.

PAWSitive Reflections

Schoolwide newsletter publishing by the Superintendent's office for parents, students and the community about CSD's students and programs are posted via electronic access, and via paper in department offices. The newsletter celebrates event highlights and student accomplishments. Students and parents may contribute by submitting articles and photos to info@csdr-cde.ca.gov. Find the digital PDF file on the CSD Website home page, or enjoy a two-page view at: <https://issuu.com/>, by searching for "CSDR Deaf".

YouTube

The school uploads all its videos of student work, performances, and school information and announcements on the CSD YouTube channel www.youtube.com/c/CaliforniaSchoolfortheDeafRiverside. The YouTube account link is also accessed from the CSD website.

Facebook

The school Facebook account link is accessed from the CSD website, or go to www.Facebook.com/CSDiverside. This site includes all upcoming events, important announcements, and celebrations.

Instagram

Go to www.instagram.com/CSDiverside, or through the app, search for "@csdriverside". When individuals post pictures at or about CSD, please share by typing in @csdriverside and the hashtag #CSD to help raise awareness in the community about CSD.

Outside Media Access

CSD sometimes encounters situations where outside media such as local/national television and newspapers are interested in having photographers or reporters photograph or interview students. Because it is in the best interest of students at CSD, the Deaf community and the community-at-large to be informed about the wonderful programs at our school, our staff that assist in Outreach are encouraged to welcome media representatives to school as long as their presence does not cause a disruption. In addition, student work, photos, and videos may be published on the Internet for a world-wide audience via the school website or other school or staff affiliated social media sites (including but not limited to Facebook, Instagram, YouTube, blogs, PAWSitive Reflections, etc.) with the consent of the student and (if the student under 18) parent/guardian. <http://csdr-cde.ca.gov/> or www.csdcubs.com.

Parent Release Form

CSD requests that parents/guardians who do not want to permit news photographers or reporters to photograph or interview their children, complete this Outside Media Access Form that is sent home. If CSD is notified in writing that a particular student should not be photographed or interviewed, staff will make every effort to ensure that the request is honored but cannot guarantee that a student will not appear in the background of a photo. If parents/guardians request that students not be photographed or interviewed, they also should tell their children that they should not talk to reporters or allow themselves to be photographed. If you have any questions, contact Erika Thompson or Laurie Waggoner at info@csdr-cde.ca.gov, 951-824-8097 VP, or 951-248-7700 x4361.



EARLY CHILDHOOD EDUCATION (ECE)

In early childhood education, our goal is that all children who come to CSD enjoy learning in a positive environment and we strive as a team to make sure that every child blooms academically each and every day. Family ties and communication are the most important part of a young child's life. One of our main goals is to develop a strong partnership between teachers and families to foster respect, support, and empower the child to achieve key goals. Young children learn best by doing. It requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in. Play is a powerful component in the lives of children. It is the natural way children learn and develop. Play is an important time that allows the children to develop skills and grow as individuals.

The Parent-Infant Program (PIP) serves children from 18 months to 2.11 years old. The goal is to give little ones all the experiences we possibly can that will enable them to move on to preschool with the language and self-confidence needed in order to have successful learning experiences.

The early years in a child's life are a very important time since this is where the foundation is laid for all future learning. Learning to enjoy books and stories is a valued gift for children. Book sharing, the sharing of stories in books through storytelling and book experiences, promotes language development by providing new and exciting vocabulary in a fun way! It also encourages an interest in books and motivates children's learning. Children not only have stories told to them, but they also have personal experiences with books during DEAR (Drop Everything and Read) time. It is a time for children to look at books, share books, and observe adults as they model book reading.

Circle time provides opportunities to develop good listening and language skills through thematic lessons and discussions. New ideas and concepts are introduced to develop pre-academic skills necessary for preschool and kindergarten readiness. It allows time for the child to develop their understanding of where important information comes from. Children are exposed to books, lessons and activities that lead to discussions encouraging the child to freely express themselves.

Cooking plays a big part in the learning experiences for our younger students. They develop new social skills, cognitive skills, and motor skills. They learn to work cooperatively by taking turns, sharing, and passing utensils. They use their critical thinking and learn what it takes to make something. They learn to mold, knead, and stir as they develop both large and small muscles. Cooking involves eye-hand coordination, too. There is so much they can learn from just cooking alone. This is why we recommend that families work closely with their child at home even by cooking together!

The biggest activity with students and parents in ECE is the Language Literacy and Laughter events held throughout the year that involve hands-on experiences for students and parents, that are accompanied with a workshop for parents and guardians while students continue with other activities.



ELEMENTARY DEPARTMENT

The Elementary Department serves students Kindergarten through 5th grade.

Students in grades K-5 use state-recommended curriculum along with supplemented ASL/Bilingual resources. Our caring and experienced team of teachers work closely with curriculum and teacher specialists to ensure the highest quality of education for all our students.

To meet the children's language needs, instruction at CSD follows the ASL/English bilingual philosophy. This allows content to be taught through both academic and social ASL and English in order for our students to develop competencies in both their first and natural language (ASL) as well as their second language (written English), as it is critical to their academic success.

Honors/Recognition with students/parents within Elementary include:

- Character Counts! monthly assemblies
- Character Counts! certificates throughout the year recognizing behaviors from the 6 Pillars
- Character Counts! Student of the Year for each grade at the EOY Cub Honors
- Character Counts! Student of the Year Overall at the EOY Cub Honors
- Cub Honors each trimester
- 1st trimester – breakfast with the Principal
- 1st and 2nd trimester – Out to lunch with the Principal
- All year – cash prizes and award and EOY Cub Honors
- PE student of the year
- Reading Counts monthly goal awards
- Reading Counts EOY party for meeting yearly goal
- Esther McGarry Reading Award at the EOY Cub Honors
- Writing Award at the EOY Cub Honors
- ASL Student of the Year at EOY Cub Honors
- Grade K-2 awards
- Grade 3-5 awards
- Perfect Attendance

In addition, the following events occur within Elementary:

- Student Council
- 100 mile club
- Author's Chair
- Turkey Trot
- Silent Sleigh
- Parent/Teacher Conferences
- Science Fair
- Read Across America
- 100th Day of School
- History Day
- 4th Grade Sacramento Trip
- Spelling Bee
- Taste of Home celebration
- De'VIA Art Festival
- Are You Smarter Than a 5th Grader
- Math Olympics
- Movie Day



MIDDLE SCHOOL

CSD Middle School is a three-year comprehensive program that follows the State of California framework and also meets the needs of each individual student through the IEP process.

Students receive instruction and curricular materials that are based on the Common Core State Standards in all content areas. The Next Generation Science Standards are used in the science classes. For students who are identified in their IEP as needing the California Alternate Curriculum, classes are entwined in order to expose students to the State Standards, but utilize modifications to instructional methods and hands-on experiences so that students can further develop their independence and skill mastery.

Enrichment classes are offered to all students and include some students from the Alternate Curriculum Education (ACE) department when appropriate. Students rotate on a 6-week basis through a variety of different class assignments. Rotations may include: CTE/STEM, Family Life Education, Health, Visual and Performing Arts and Ocean Studies. In addition to these topics each grade level receives a unique experience:

In addition to the daily courses offered in the Middle School, students also experience a variety of other exciting programs and events, such as Science Fair, Geography/Spelling Bee, Battle of the Books with Gallaudet University in Washington DC, Math Counts competition with National Technical Institute for the Deaf in Rochester, NY, Class Academic Bowl competition, and an overnight Ocean Institute fieldtrip to Catalina Island to mention just a few.

The Middle School runs a Student Council to help facilitate and expose students to Leadership activities and experiences. These students run Student Assemblies six times a year, in addition to spirit days, pep rallies, and special events. Student Council works closely with the school's Administration and often represents the Middle School at various Administrative sessions.

Honors/Recognition with students/parents within Middle School include:

- End of Trimester 1 Honor Roll
- Principal's Honor Roll luncheon (following both Trimester 1 and 2)
- End of Trimester 2 Honor Roll and Improvement Awards
- MAP testing celebration and achievements
- EOY Honor Roll fieldtrip with Principal
- EOY Awards – recognition in all academic courses, Character Counts!, Perfect Attendance, Reading Counts, Overall MS Program

In addition, the following events occur within Middle School:

- Student Council
- Leadership Retreat
- Rubidoux Bowl
- Geography/Spelling Bee
- Read Across America
- Scrabble Tournament
- 8th grade Play
- MS STEM Fair
- Battle of the Books sponsored by Gallaudet University, Washington DC
- Math Counts sponsored by National Technical Institute for the Deaf, Rochester NY
- Middle School Class Bowl (MS DAB)
- 6th grade overnight trip to Catalina Island with the Ocean Institute



HIGH SCHOOL

The High School department serves students in grades 9-12 in the following areas: bilingual language arts (English and ASL), mathematics, social studies, science, health, family life education, and physical education. The High School department also works closely with the Career Technology Education (CTE) program where a wide variety of additional courses covering other subject areas and career preparation are offered to students. Academic courses help prepare students for graduation and future academic endeavors, while the CTE program prepares them for transition and employment.

Students receive instruction and curricular materials that are based on the Common Core State Standards in all content areas. The Next Generation Science Standards are used in the science classes. Teachers continue to develop bilingual best practices and share in Professional Learning Communities as we believe that all teachers are considered language teachers, presenting instructional information using both written English and ASL. Teachers work collaboratively to prepare students to be 21st century learners with the use of educational technology across all content areas.

The High School program uses cross-curricular and team teaching approaches for a comprehensive and well-balanced education that meets the needs of the students. Extra pride is taken in the fact that core activities concentrate on student learning and achievement and that instruction is data-driven. Students are provided with plenty of opportunities to get involved with a variety of student organizations. Students can also try out for a variety of sport teams under the athletics department. Something is always going on that invite students' participation.

Honors/Recognition with students/parents within High School include:

- Principal's Honor Roll each quarter
- Honor Roll Breakfast cooked by Principals and EAs each quarter
- Academic Rallies (end of 1st semester and EOY)
- Top Cub and Most Valuable Pupil Awards for HS/CTE
- Valedictorian/Salutatorian recognition for Seniors
- Character Counts! awards
- PAWsome certificates
- Student Organization awards
- MAP testing achievement recognition certificates
- Athletics: Scholar Athlete awards
- Individual athlete awards at Sports Banquet
- Team awards at Sports Banquet
- League awards at Sports Banquet

In addition, the following events occur within High School:

- Jr NAD Community Night
- Academic Bowl sponsored by Gallaudet University
- International Studies Trips
- Literacy Festival
- Math Field Day
- Science Field Day
- Leadership Retreat
- Empowerment & Enrichment (E2) Retreat
- Homecoming Dance
- Sadie Hawkins Dance
- Mid-Winter Ball
- Prom
- HS Drama Production
- Senior Day & Senior Walk
- Pep Rallies

Athletics:

- Spike-Out Volleyball Tournament
- Clerc Basketball Tournament
- Hoy Baseball/Softball Tournament
- Willigan Wrestling Tournament
- Berg Seeger Track & Field Tournament



CAREER & TECHNOLOGY EDUCATION (CTE)

The Career and Technology Education department has established programs which prepare students for life after high school. The department's goal is to provide students with the opportunity to develop skills, which will help them to become independent and successful members of their community.

Presently the CTE program offers: Automotive (Auto Mechanics, Auto Body and Welding), Career Preparation, Construction Technology, Digital Imaging, Food and Hospitality Services, Graphic Arts, Video/Television Production, Work Experience, and Yearbook.

Career Pathways are also offered and include Automotive Technology, Construction Technology, Food and Hospitality Services, Graphic Communications, and Performing Arts.

The Transition Partnership Program (TPP) is a collaborative program between California School for the Deaf, Riverside and the Department of Rehabilitation (DOR). The purpose of the program is to better prepare each student for life after they leave high school. TPP and DOR are designed to facilitate juniors and seniors as they transition from high school to Community College, University, other post-secondary trainings, and the world of work. The program offers each student the support and information to make appropriate career choices. TPP provides online career assessment, career counseling, career preparation classes, job coaching, job placement services (on-campus work experience and off-campus work experience), access to career fairs, college presentations, financial aid workshops, and senior transition day. The juniors and seniors go on field trips to local community colleges, universities, the Riverside Hearing Impaired Literacy Program, regional occupational programs, job training sites, Employment Development Department, career fairs/expos, and college fairs. After graduation, CSD students continue receiving services until he or she achieves his or her employment goals. TPP and DOR are striving to assure each student will become an independent lifelong learner.

The WorkAbility program is funded and administered by the California Department of Education, Special Education Division. WorkAbility promotes independent living and provides comprehensive pre-employment worksite training, employment and follow-up services for youth in special education who are making the transition from school to work, post-secondary education or training. WorkAbility provides special education students ages 14 to 22 the opportunity to obtain marketable job skills while completing their education.

Workability:

- Job shadowing
- Tours of work/training sites
- Career Awareness Day
- Assistance with transition plans
- Information about jobs
- Information about work benefits and deductions
- Career Center accessibility

The following events occur within the CTE program:

- Career Awareness Fair
- Family, Career and Community Leaders of America (FCCLA)
- STEM Day sponsored by DeafTEC
- Robotics Competition
- Visual Arts Show
- Culinary Arts Competition
- Construction Competition



ALTERNATE CURRICULUM EDUCATION (ACE)

The Alternate Curriculum Education (ACE) department serves students from about 6 years old to 22 years old who are deaf with additional challenges to learning. ACE classrooms are integrated in each of the school settings: Elementary, Middle School, and High School. Students are involved in activities, awards and programs offered within in each of these school settings.

ACE follows the California Alternate Assessments (CAA). These are aligned with alternate achievement standards known as the Core Content Connectors and link to the Common Core State Standards. Alternate curriculum programming is designed to develop students' independent application of concepts. This is accomplished through many hands-on activities at CSD and in the community. Providing both skill development and an application of skills in the real world develops the students' ability to synthesize all parts of an activity, further developing their independence.

While traditional textbooks are typically not used in the ACE classroom, concepts such as addition and subtraction or other mathematics skills are embraced as students learn to make purchases in the community or complete other projects. As some reading textbooks are applied, an emphasis is made on making reading personal for the students as they apply the concepts. Examples of the variety of ways include having students follow written directions for completing activities and writing personal narratives about their own experiences in school. In Middle School ACE, the students begin to learn work skills by collecting for the recycling program. They also "work" doing fundraisers, for example the Smoothie Bar. When in High School ACE, a variety of work opportunities on- and off-campus are experienced through the Work Ability program.

Activities with students/parents in Alternate Curriculum Education include:

"Sam I Am" Community Award

- Special Athletes Monthly events
- ACE Variety Show
- ACE Feast



PHYSICAL EDUCATION

According to the U.S. Surgeon General, regular physical activity is one of the most important things that people can do to maintain and improve their physical health, mental health, and overall well-being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.

CSD staff understands the critical importance of offering a quality K-12 Physical Education program to CSD students. The Physical Education staff aim to teach students both physically and mentally in fundamentals, discipline, and knowledge.

The Physical Education curriculum is based on the Physical Education Model Content Standard for California Public Schools. Instructional activities are fun and age appropriate.

PHYSICAL EDUCATION PROGRAM (EC 35183, 49066c)

PE Uniform (Middle School/High School):

- Students are required to dress in/out of gym clothes daily. CSD freshmen and other students needing to earn PE credits will be expected to purchase PE uniforms at the start of the school year. Uniforms are also available for purchase throughout the year while supplies last. This includes:
 - Gray t-shirt (must be tucked all around)
 - Red shorts (length should not pass the knee, no pockets)
 - Socks
 - Athletic shoes with arch support, and tied tightly (no slip-ons)
 - Sweatshirt/sweatpants may be worn during cold weather; They must be plain gray or red and worn over the P.E. uniform
 - No logos, hoods, zippers or pockets
- Should a family elect not to purchase, student must wear a gray t-shirt and red shorts for PE.
- Student's last name and first initial should be printed clearly with a permanent marker on the outside of all PE clothing.
- Lost items cannot be claimed unless a name is clearly written on them.
- Each Friday, students are expected to take their clothes home to wash them. Students should bring their clothes back on Mondays.
- Students are expected to tuck in their shirts and keep their shorts/sweats at their waist/hips. Un-tucked shirts and/or sagging shorts are not acceptable. Students also need to wear athletic shoes that are tied correctly. Students are encouraged to keep a pair of athletic socks and shoes in their lockers during the week.
- Loaner clothes are available and required if students forget their PE clothes. Each student is permitted one loaner without disciplinary consequences per term. The 2nd loaner will result in a detention; the 3rd (and subsequent) loaner(s) will result in a referral to the Principal.

Lockers:

Each student has an assigned PE locker. Students cannot share lockers with other students. Students are required to store their PE uniform in their locker any time it is not being worn. The PE department is not responsible for lost or stolen PE uniforms.

Parent/Medical Note:

If your son or daughter is sick or injured, a parent's note can excuse participation for up to three days. Policy requires a doctor's note to excuse the student after the third day. Please be sure to include the date, specific limitations, and a daytime phone number where you can be contacted on the note. PE instructors are instructed to follow the instructions from Student Health Center nursing staff only.

Excused students must still change into CSD PE clothes (High School) and follow their PE teacher's instructions. Excused students may be assigned written work during the time they are not participating in PE activities.

Swimming Pool

A certified Red Cross lifeguard will monitor the pool at all times. Swimmers must wear their own swimsuit and have a towel. Students are not permitted to wear PE uniforms for swimming. They must bring their own proper swimsuit and towel when their swim lesson is scheduled.

- Diving area must be kept clear of other swimmers
- No running, playing, or pushing on the deck
- No standing or sitting on other people's shoulders
- No bobby pins, hair clips or other metal objects allowed in the pool
- No diving in the shallow end of the pool
- No splashing on the deck
- No dunking
- No pretend drowning
- No hanging or climbing on diving board, ropes or fences
- No food, drinks or glass containers permitted in any part of the pool area
- Do not distract lifeguards or standbys
- The lifeguard's decision is final and must be obeyed by all

Disobeying minor rules will result in a warning (first time), sitting on the bench for 5-10 minutes (second time), or no more swimming for the day (third time.) Serious infractions of the rules could cause immediate removal from the pool.

Jewelry and Gum

Due to safety reasons, the PE department reserves the right to require students to remove loop earrings, studs, and jewelry. Gum is not allowed in the PE area or gym at any time.



CURRICULUM AND LIBRARY

The Curriculum department is committed to successfully educating all students. The department provides and supports a rigorous, inclusive, and student-centered curriculum that aligns with the California Department of Education Frameworks and Standards foundation.

The Curriculum Specialists and Supervisor select curricula, monitor and evaluate student performance data and assessments, mentor and provide professional development for teachers, lead new textbook adoptions, implement educational technology in the classrooms and keep the Superintendent and Principals abreast on these issues.

Curriculum specialists also collaborate with instructional staff to adapt, modify and tailor educational materials to meet the needs of all our Deaf/Hard of Hearing student's Individual Educational Programs. As a result, a wide variety of learning experiences, instructional practices and academic supports are employed to engage students as active, mindful learners who are prepared for college or their future career.

Curriculum Objectives

- Ensure that Common Core State Standards are implemented and modified to meet the diverse linguistic and learning needs of all students
- Assist in the development of curriculum goals
- Guide the selection of textbooks and other instructional materials, per State of California recommendations
- Manage the ordering of textbooks and supplemental materials
- Conduct curriculum reviews

Instruction

- Provide resources and information, and professional development opportunities related to instructional strategies, techniques and methods, and specific content areas

Assessment

- Manage and provide data for all State and local assessments
- Manage Student Data Management System

Library

The objective of the Secondary School Library services for students is to:

- Provide a space for full-service learning, research, and student-centric collaborative projects. Students can work independently or in groups in planned learning zones that isolate activities, such as individual study or social learning where students are encouraged to interact with each other.
- Give students access to a rich collection of print resources and e-book technology.
- Showcase a collection of Deaf resources to support students' ASL and English learning process
- Encourage students to participate in a variety of literacy programs such as: ASL Storysigning, Book Clubs and Reading motivational programs
- Create a collaborative learning environment between teachers and students on school standard-based projects
- Develop critical thinking skills and research skills for college, career and independent learning. The libraries in Elementary and in the High School building are open regularly during school hours when school is in session.



STUDENT LIFE PROGRAM

Student Life Program

The Student Life staff is responsible for the care and welfare of students on or off campus at all times outside of school hours. This includes the time(s) before students go to classes in the morning, after school, and on weekends during special events.

Student Life Office hours are 8am to 5:30pm. The Director and Assistant Director of Student Life, Supervisors of Residence Programs (SRP), and/or the office technician are available to assist parents/guardians and students during these hours. Supervising Counselors' (SC) offices are stationed at different cottages, and their hours vary to cover the 24-hour program. Most SCs are generally available from 8:00pm to 12am on Sunday and between 2:00pm to 12am Monday through Thursday. Please contact your child's SC for their specific hours.

Parents/Guardians of Day students are responsible for their children before and after school unless they arrange with their SCs to have them participate in after-school activities, including Athletics.

Students should arrive every week with clean clothes, towels and bedding. Student laundry must be done at home. Washing machines at the school cottages are for emergency use only, and not intended for students to do laundry.

Cottage Students' Right to a Safe School

Students who reside in the cottages have the right to live in an environment that is free of unsafe situations and to feel secure. A safe school means students are entitled to the following agreements:

- All cottage facilities in good condition
- Rules, expectations and Ed Code 48900 clearly defined
- Students protected and well supervised
- Regulations and laws enforced and respected
- Students' behavior kept under control and in harmony
- Programs and activities offered that are safe and fun

When students encounter a situation that they feel might be unsafe, they are expected do the following actions:

- Report to staff immediately
- Move away from unsafe situations
- Protect oneself from harm; Do not retaliate but use self-defense only if being potentially being harmed
- Say 'no' if being asked or told to do illegal or inappropriate things, such as being asked or told to:
 - ❖ steal a mobile device from student's backpack
 - ❖ go off-campus without permission
 - ❖ perform sex acts
 - ❖ do a favor by holding drugs in your bedroom
 - ❖ help this person by hurting another student
 - ❖ keep quiet when this person damaged school property
 - ❖ look at pictures of another student without clothes on

If students said 'no' to any favor but knows the situation may be illegal or inappropriate, they are to report to staff for assistance. If unsure whether it is illegal or inappropriate, please still report to staff for safety reasons. Reporting to CSD staff helps students protect themselves.

If students observe unsafe conditions such as a broken window, uneven sidewalk, lights not functioning properly in a darkened area, or the like, please immediately report to staff.

CSD values an environment that is safe, enjoyable, respectful, and supportive, and creates a positive experience for all students who attend CSD as Cottage students. Students have the right to self-protection at all times by saying 'no' to any favors and/or reporting to staff if they know or suspect of any illegal or inappropriate activities by other students. Thank you for your support and cooperation.

After-School Programs

The Student Life cottages coordinate a variety of activities after school that are designed to keep students occupied as well as for learning experiences. The program includes intramural and recreation programs in which boys and girls can participate as they choose.

Day Student Staying After School

With approval from Assistant Director of Student Life, Supervisor of Residence Programs (SRP), day students who stay after school for various activities such as athletics, high school after-school programs (ASP), organization meetings, Scout meetings or other activities must sign in at their assigned cottages. Day students will be expected to follow the Cottage rules. Elementary and Middle School Day students must be signed out by their parents/guardians when the parents/guardians come to pick up their child. For evening activities, day students are to go home after school and be brought to school for the activity and be picked up immediately afterwards.

On Sunday (or Monday on holiday) evenings, High School day students with notes from teachers are allowed to work on assignments or class projects with Cottage students, not to socialize.

Day students who are not participating in after-school activities are to go home right after school; there is no loitering on campus. If their teachers give them detention, they still need to go home afterwards. Students not in compliance with this policy may face consequences.

Check-in/Check-out Procedure

High School students are required to keep cottage staff informed of students' whereabouts while under Cottage's care. Students are required to sign when checking in the cottage and sign out when visiting other parts of campus or off-campus. Students will be given consequences if failing to follow the procedure. Repeating occurrences may result in losing additional privileges.

Kitchen and Refrigerator

The beautiful cottages offer kitchen and refrigerator for students to enjoy the foods they bring from home. Students are expected to be responsible when using kitchen to prepare meals as well as refrigerator to store perishable foods. Students may use kitchen for food preparation and refrigerator for storing foods on the following conditions:

Students are required to get approval from cottage staff before using stove or cooking vessels
Keep kitchen clean after using for food preparation or cooking
Return all kitchen utensils, cooking pans/pots back to where it belongs
Familiarize with safety procedures when using appliance and cooking equipment
No cooking on stove or oven in the mornings before school ... toaster and microwave use only

Personal Food

Students may bring food from home for personal use on the following conditions:

- Portions will be limited to one week of food supply
- Perishable food must be consumed before expiration
- Any perishable food that is opened must be disposed at end of week before going home for the weekend
- No food will be stored any place in the cottage except in the pantry room or refrigerator
- Put name for identification on your foods
- No personal food, candy or any drink except for water is allowed in the cottage bedrooms

Videophone Usage in Cottages

A set of videophones are available for students and families to communicate with each other. Permission to use the videophone is required from cottage counselors on duty, and students must have valid passes.

- Appropriate language must be used at all times.
- Calls are not permitted between school and cottages. No lewd acts or behaviors are allowed while using the videophones or web cameras.
- There is a limit of 15 minutes per call.
- Only one person may use the videophone at a time.
- No videophone calls are allowed during study hour and in the morning.
- All students are to stop using the videophone 30 minutes prior to bedtime.

Computer Use for Cottage Students

The cottage computers are available to students primarily to support academic performance. The computers are used for homework first, personal/entertainment use second and on a limited basis. The use of the cottage computers is a privilege, not a right. Students are not allowed to: make copies of software and give, lend, or sell copies of software to others; bring games or CD-ROMs from home and use them on the cottage computers; download any information; try to learn other's passwords; copy, change, read, or use files from another user; attempt to get access to system programs or computer equipment; use the computers to disturb or harass others; use inappropriate language on the computer; use threatening or obscene language on the computer; use instant messaging, electronic bulletin boards, or chat lines; type their home address or personal phone number on the computer; look for websites with inappropriate jokes, pictures, or discussions. Students must permit staff to see what they have typed or what they are viewing on the computer anytime staff requests to see the screen.

If a student uses the computer, web camera, digital camera, video camera, or other devices illegally, the incident may be reported to the police.

Students are expected to save all work on the network server. Files that need to be saved on another device to save storage space must use a CD/DVD or request the teacher move the files into another server file. Large sized files with video or images may be too large to send across the email system.

Vandalism or intentional modification of the computer will result in disciplinary consequences. When students have purposefully tried to change the system settings, parents/guardians/students will pay retribution costs to repair/replace computers.

All students are to stop using the computer 30 minutes prior to bedtime.

For Middle School cottage students only: After homework completion, students are allowed to check email, surf the web, or play computer games 15 minutes a day on the cottage computer.

Counselors will explain the policy, rules, requirements, and consequences to students, and students are to sign forms stating they will follow the policy and rules about computer use in the cottages.

Students who break the policy or rules are denied access to cottage computers for one to four weeks, and parents/guardians are informed. Serious or repeated infractions can lead to suspension. Parents/guardians may be asked to meet with staff regarding serious or repeated infractions that can lead to complete loss of computer privileges in the cottage for the rest of the school year.

Cottage Study Hours

Structured study hours are provided to our students in cottage. In Student Life cottages, the students generally have an hour and a half study hour. Elementary study hour is from 30 to 60 minutes. Middle School study hour is generally 60 minutes. High school students who are on PAWS's Gold Level are free to study on their own. Students with GPAs below 2.0, are required to study in designated areas in the cottages and may have extra study time. All students needing more time to study can have more time as needed. Educational program will be offered

to students who do not have homework assignments. Parents/Guardians are welcome to call counselors to find out their study hours as they vary from one cottage to another.

Study Time Expectations (ES/MS)

- Students are not allowed to have their communication devices with them during study time.
- Students may sit in their rooms or the living room area to do their homework. Students raise their hands and ask permission to get up before leaving their seats.
- Students show cottage counselors their completed assignments from their school issued calendar notebooks.
- Students are not to socialize during study time.
- Students may to ask their teachers for a note if they are to study with a partner.

Consequences for Unfinished Homework

Students are expected to keep up with their homework assignments. If students struggle, they are encouraged to discuss their concerns with their teachers.

1st and 2nd time students don't finish their homework

Staff provide students with academic support. This may include teachers keeping students in class during lunch time or before/after school and having additional time added to study hour during cottage hours, depending on what staff and students agree on.

3rd time and beyond per course:

- Call parents and inform them about unfinished homework assignments
- An additional 30 minutes of study hour for cottage students
- Lose daily privileges for the day
- Lose Movie Night or off-campus trip privileges

Note for parents/guardians: On Sunday evenings, students who arrive back on campus without finishing their homework often do not have time to complete it before school the next day, and could therefore be marked down for incomplete assignments.

Cottage Activity Expenses

Supervising Counselors will maintain student accounts for elementary, special needs and middle school students. Parents/Guardians may send through the mail or by giving it to the counselor on the bus on Sunday in an envelope.

High school students are responsible for their own spending money, but they are encouraged to give their cottage counselors for safekeeping if they have large sums of money.

Parents/Guardians are asked to send only cash or money orders made out to "CSD." Students are encouraged to give the cash or money orders to their cottage counselors immediately upon return to the school on Sunday evening, or any first night back to school. Monies are secured in each department's safe box. High school students can secure their money in a lock box stored in their closet. Cottage counselors maintain student accounts and distribute funds to students when needed or by request. Parents/guardians will be contacted by cottage counselors regarding extra money for field trips, property damage costs, and other items.

Dining Room Expectations

All students are expected to behave appropriately during meal times.

- Hats and hoods are to be removed before entering in the cafeteria.
- Students are to remain seated while eating.
- Students are not to pound on tables.
- Students should use good manners while sitting at their tables.
- Trays and eating area should be cleaned up when finished eating.

- Chairs should be pushed in before leaving table.
- Students are not to share food with other students.
- All food is to be consumed in the dining room.
- Students who are disruptive or defiant toward staff may be asked to sit separately from other students or restricted from future activities.
- Day students are provided a free lunch everyday.
- Day students who bring their own lunch from home may not take food or dessert from the cafeteria. They can have milk, water or juice.
- Students who have deliveries (ie. pizza) or take-out food sent to campus must eat their lunch in an alternate supervised dining location (ie. classroom).
- Day students requesting to stay for dinner must submit request through Student Life staff or School Principal to the Superintendent at least two days in advance.

Bedtimes

High School:	Bronze – 10:00pm; Silver – 10:30pm; Gold – 11:30pm
Middle School:	Bronze – 9:00pm; Silver – 9:30pm; Gold – 10:00pm
Elementary School:	Bronze – 8:30pm; Silver – 9pm; Gold – 9:30pm

Cottage Bedrooms

- No food is permitted in rooms
- Only drinking water is allowed
- All suitcases will be kept under bed only
- Posters/pictures may be posted on bulletin boards only
- Beds and dressers shall remain at the same location
- Windows shall remain locked at all times
- Towels may only be hung on the hooks on the back of the entry door
- Keep bedroom clean at all times
- No visitors other than roommate are allowed to enter the bedroom
- Restrooms in the pods are limited to students who reside in one of the bedrooms in that pod area only
- Students who wish to use their personal device to make video calls must be used in the common area of the Cottage, not in their bedrooms
- Regular sheets and blankets must be used on all beds; Sleeping bags may not be used in place of sheets

Cottage Restrooms

CSD values the respect and privacy of students who use the pod's restrooms in the cottage. The expectation when using the restroom is as follows:

- Respect students' privacy at all times
- When using shower, only one student will be allowed to use shower stall at all times
- When using restroom stall, only one student will be allowed to use restroom stall at all times
- Only students who reside in pod's bedroom use pod's restroom
- Absolutely no mobile phones or electronic devices, including cameras, are allowed in restrooms or locker rooms at any time

Cottage Progress Reports

Parents/Guardians of Cottage students will be informed of their child's progress in the cottage and after-class activities. Since each child's personal development is an important aspect of the 24-hour educational program at the school, progress reports will assist us in helping your child to become a well-rounded individual before completion of his/her education. Progress reports are sent to parents two times per academic year.

In order to form a partnership between cottage staff and parents, parents and cottage staff will determine which communication methods work best for us to keep parents informed about child's progress in the cottage.

Medical Emergency

Counselors or staff members shall transport students to the hospital in case of emergencies only. CSD does not provide transportation for routine medical appointments.

Movie and Video Games

Staff have the authority to review and screen any movie or video game students bring from home including Netflix, Amazon, YouTube and/or any other streaming video.

For movies to be shown in cottages, they must be rated no higher than “PG” for elementary and “PG-13” for middle school and high school.

For video games, they must be rated no higher than “E” for elementary and “T” for middle school and high school as recommended by the Entertainment Software Rating Board (ESRB).

No movies or video games will be allowed in bedrooms. Any movie/game must be viewed/played in common area.

Devices for HS Cottage Students

Devices may be used after school ends until bedtime except for educational hour. In the morning, devices may be picked up at 7:30 a.m. prior to leaving for breakfast to be secured in backpacks or stored in lockers. Residents are expected to adhere to the Technology Service policy.

Off-campus Activities for HS Students

High school students may only go off campus to designated, supervised town visits on scheduled dates. Under no circumstances, except for students who work off-campus, is any student allowed to go off campus alone. Adult students are required to follow the same privilege levels.

PAWS Privilege Levels Town Visits

- **Bronze:** Mondays only with chaperones; 7:30pm –8:30pm
- **Silver:** Mondays and Wednesdays (Target shopping center area: Pizza Hut, Subway and Yum Yum) without Chaperones; up to 2 hours anytime between 3:30pm and 8:30pm
- **Gold:** Monday – Thursday; up to 2 hours anytime between 3:30pm and 8:30pm

Town Visits

High School students may not go off campus at any time unless they are with their counselors, or have received privileges. During town visits, students are expected to follow the following rules. Students will:

- Inform their cottage counselors and sign out in order to be allowed to go off campus.
- Walk or ride in state vans.
- Cross streets using crosswalks.
- Refrain from loitering around in any store.
- Return within the 2 hour limit before 8:30pm, or they will lose their next town visit privilege
- Be honest and honorable by not stealing; if caught, they will lose town visit privileges for one month
- Be on their best behavior at all times.

Residents, including those at least 18 years old, may go off campus for any event trip during the week as long as they follow the expectations for town visits and earn privileges based on Bronze, Silver, and Gold levels with a specified curfew as determined by the supervising counselor or the supervisor of the residential program (SC/SRP). However, parents may take their child off campus at any time after signing them out, regardless of the student’s PAWS privilege status.

For any school-related events either on or off campus, all students are to follow the allocated time of the event. If students want to be on their own after an event, they must be released to their parents/guardians first. If adult students choose to leave on their own (following the PAWS privilege system), they must sign a release form and get

signed permission from an SC or SRP. Parents/Guardians making special requests must check with the students' SRPs for approval.

Academic Probation (HS Cottage)

Students who are on Academic Probation Restriction/With Privilege (APR/APP) and Academic Probation will be required to attend scheduled homework hour (6:30-7:30pm).

Missing/Stolen Items at Student Life

If students or their parents/guardians report missing or stolen items that happen while in the care of Student Life, staff members will investigate and make a report to supervisors, parents/guardians and/or police. We are not responsible for replacing any missing/stolen items.

Bicycles, Scooters, Skates and Skateboards

The Middle School and High School Student Life Programs allow students to bring their bicycles, scooters, skates and skateboards or similar devices on campus.

Motorized scooters or similar devices are not allowed. Students are allowed to ride their bikes only at certain times and with counselor permission. There are conditions to follow, and all students are expected to comply.

The students are expected to:

- Ride bikes, scooters or skateboards on the campus in a safe manner at all times.
- Park and lock their bikes at designated bicycle racks.
- Wear a helmet at all times when riding bikes, scooters or skating, according to state law.
- Ride their bicycles off-campus at specified times given by the counselors. We must have parent/guardian's consent prior to this.
- Not loan his/her bike, scooter, skates or skateboard to another student.

Violation of any of these rules will result in the following penalties:

- 1st Offense: vehicle or equipment taken away for one week.
- 2nd Offense: vehicle or equipment to be left home for one month.
- 3rd Offense: vehicle or equipment to be left home for the remainder of the school year.

Elementary students are not allowed to bring their bicycles on campus. Bicycles are not permitted to be brought on school buses. Elementary cottages have their own bicycles for students to use after school hours.



TRANSPORTATION

Transportation for Cottage Students

CSD provides transportation to and from school for Cottage students, following the school calendar including optional transportation on the first and last day of school. Buses pick up and deliver students at designated stops and times.

Transportation booklets with the designated stops and time schedules are given to new families when they enroll, and yearly schedules are distributed to all families before each school year starts. Special schedules for early dismissal days are also included. Additional schedules can be obtained from the Transportation Office.

Transportation for Day Students

The transportation of Day students to and from CSD is the primary responsibility of your local school district. CSD does NOT route, dispatch or schedule day student bus stop times.

CSD does, however, act as a liaison between CSD, your local school district and parents.

CSD Dispatcher – Caryn Cooke Phone: 951-248-7700 x4187 transportation@cldr-cde.ca.gov

Day students are required to ride their bus home unless prior arrangements have been made and approved by both school and parents. Parents that wish to make alternate arrangements must submit a request for Parent Consent Form – Change of Homegoing Plan (Day Students). Receiving responsibility parents must also submit a request for Parent Acceptance Form – Change of Homegoing Plan (Day Students).

Transportation Office Hours

- Monday-Thursday:..... 8:00 am–5:00 pm
- Friday: 8:00 am –8:00 pm
- Sunday:11:00 am–8:00 pm

Contact Information

Transportation Coordinator – Caryn Cook transportation@cldr-cde.ca.gov

- Phone: 951-248-7700 x6590
- Fax: 951-782-4106

Sunday Supervisor – Antonia Clark

- Video Phone: 951-824-8088 (VP/español) Fax: 951-782-4106
- transportation@cldr-cde.ca.gov (mobile) Text: 951-830-1918

Changes in Transportation Plans Parents/Guardians must submit a Change of Homegoing Plan Form at least two days beforehand or as soon as possible. Parents’ signature is required and may be sent via fax or email with scanned document.

Changes in Address or Contact Information

In order to ensure that all students are traveling on correct transportation, it is crucial that the Transportation office have the current parent/guardian’s address and contact information and for emergencies.

For day students, it may take school district up to 5 to 10 working days to change their schedules.

Passenger Safety Program (EC39831.3)

Cottage students who do not behave properly on the bus will be put on the Passenger Safety Program list. They can have either a minor or a major infraction, depending on their behavior. First minor infraction the students will receive verbal warning and parents will be notified. Second minor infraction the students will receive a consequence and parents will be notified. Third infraction will result in loss of one round trip of bus trip. Parents will be responsible for the transportation. First major infraction will result in suspension of one round trip of bus trip.

For day students, consequence will be given in accordance with student's school district's policies.

Permission to Visit on Weekends

Cottage students who want to visit a friend who rides the same or another Cottage bus need to fill out the Weekend Guest Form15 and Weekend Host Form16 and give the forms to their cottage counselors one week prior to the visit. This ensures that our staff know at which stop the students are to get off the bus, and it communicates parents/guardian's written permission that the child can be picked up by the other student's parents/guardians. If parents/guardians want to come to the school on Friday to pick up their child and their child's guest, this should be indicated on the signed guest/host forms. To qualify for visit privileges, students must have shown appropriate behavior in the cottage, at school and on buses. No visitation is allowed during the first weekend of the school year and during the summer session.

Day students generally may not have friends ride on their bus due to insurance liability. In some cases, some students may not be allowed to have visitors due to the limited amount of room in the bus. Student Life must have signed permission from the parents/guardians of the host and the guest even when the students are picked up on campus by the parents/guardians. Students being picked up on campus must be signed out at school, the cottage or the transportation office.

Students 18 years old or older who host other students are required to have their parents/guardians' signature on the host form so that the host parents will know guests are coming to their houses. Visit Permission Forms need to be turned in to the transportation department by the Monday prior to the visit.

Only in extreme circumstances will phone calls or emails be accepted in lieu of a signed form.

Weekend Sports

If the child is active in a sport that involves weekend games, parents/guardians will need to contact the Athletic Director or coaches in order to obtain information regarding their travel plans.

School Holidays

Please refer to the school calendar to determine which holidays CSD is not in session. If the school is closed for a Monday holiday, transportation will resume on Monday evening instead of Sunday evening. If there is no school on Friday, students will go home on Thursday afternoon, following the Friday time schedules.

Sunday Meals

CSD's dining room is not open on Sundays. Parents/Guardians may allow their children to bring food on the buses. Glass containers are not permitted. Drinks should be in plastic bottles. On certain buses traveling long distances, there are stops where students can buy food. Students are responsible for cleaning their area after eating. On homegoing days, students are not allowed to buy food at any bus stop.

Conduct on the School Bus/Van (CCR 14103) Rules for riding in school vehicles are established to ensure the safe and efficient transportation of students. Students transported in a school vehicle are under the direct authority and responsibility of the driver of the vehicle. **(5CAC 14103)** Students are expected to follow the rules at all times. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied the privilege of riding in school vehicles.

- Obey the directions of the driver and/or escort.
- Stay in your seat at all times.
- Keep the vehicle clean and do not litter.
- Be courteous.
- Keep all body parts inside the vehicle at all times.
- Keep your hands and feet to self.
- Do not fight or make loud noises.
- Inform your escort or driver if needing assistance or have a problem.
- Never touch the emergency exits, safety equipment, or bus controls.
- Stay away from the bus tires.
- Do not throw anything out of the windows.
- Keep the aisles and emergency exits clear.
- Store large items (i.e., skateboards) in the luggage compartment.
- Do not bring animals, reptiles, or insects into a vehicle.

California requires three-point seat belts on (1) school buses manufactured on and after July 1, 2005 that carry more than 16 passengers, and (2) all other school buses manufactured on and after July 1, 2004. It asks school transportation providers to first allocate seat-belt equipped school buses for elementary school students whenever possible. The state cannot charge any person, school district, or organization with violating this law if a passenger either does not fasten his or her seat belt, or does so improperly (*Cal. Veh. Code § 27316*).

State regulations require school bus passengers to (1) use the seat belts; and (2) be taught how to use them in an age-appropriate manner (*Cal. Code Regs. Title 5, § 14105*).



STUDENT SERVICES

The CSD Student Services Division facilitates the admission of new students, and then provides support services to help all students function at their full potential. The Student Services Division consists of:

- Admissions
- Assessment and Intervention Services
- California Deaf Education Resource Center
- Counseling
- Speech
- Audiology
- Family Education
- Health Services
- IEP Coordination
- Student Data Management

Each department within Student Services uses a team approach in providing support services to students. The goal is to identify individual student strengths and areas of need. Student strengths are used to facilitate and support their skills in the areas of academics, behavior, and personal and social development. The Student Services staff members are all highly trained in their areas of expertise and are wonderful resources for information and guidance.

Related Services

CSD offers a variety of Related Services to support individual student needs:

Audiology

The audiology program provides diagnostic and rehabilitative services to students. Testing includes complete audiograms, and when appropriate, an assessment of middle ear function and hearing aid benefit. The audiologist assists students with the process of obtaining assistive devices and supplemental services by confirming or providing proof of deafness to outside agencies. Rehabilitative services include cochlear implant auditory therapy, rehabilitative consultation regarding environmental enhancement or potential benefit from the use of auditory devices, and minimal in-house hearing aid maintenance.

Occupational Therapy

Students enrolled at CSD can be referred to Occupational Therapy (OT) for an array of services including classroom consultation, informal and direct services. OT services are often provided in situations where teachers are unsure how to accommodate the needs of students with an additional disability that impairs access to the curriculum.

Counseling

Counseling Services provides on-site school counseling services for the psychological and social/emotional well-being of the students and their families. The goal is to offer free of charge professional help in resolving personal/interpersonal issues that interfere with the students' functioning at full potential at CSD. The Counseling Department utilizes a community-based approach offering classroom and dormitory intervention/consultation to students, staff, parents/families and the community at large. Information and referral to appropriate community resources is also available through the Counseling Services department.

Counseling staff includes Masters level School Counselors, School Social Workers and a Parent Education Specialist. All staff members are fluent in sign language and have many years of experience assessing and counseling deaf and hard of hearing persons of all ages.

Behavior

Behavior services are provided by the school's Behavior Specialist for those students who need behavioral support. In addition to behavioral assessments, the Behavior Specialist is also involved with supporting school-wide behavior services which includes providing assistance, school-wide and student specific positive intervention techniques and in-service training and consultation to staff and parents in the management of classroom and individual student problematic behaviors.

Adapted Physical Education

CSD offers Adapted Physical Education (APE) services to those students who qualify for such services. "Adapt" means "to adjust" or "to fit" which provides modifications to meet the needs of students. APE is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. At CSD we strive to include these students to the maximum extent possible in the general education program; so that they will have the opportunity to learn and perform in the physical, cognitive, and social-emotional domains.

Speech-Language/Spoken Language

Students attend CSD because it has been determined that they require instruction to be provided in American Sign Language. At CSD, instruction is presented through American Sign Language (ASL), a visual/conceptual language without a spoken component, and the printed form of English. It is the goal of the Speech Department at CSD to support the ASL-based instruction provided to students. Because CSD is an ASL environment, speech services focus on skills and strategies that will facilitate positive interactions with non-signing individuals rather than the traditional speech therapy approach that focuses on precise articulation of individual sounds and words. Speech services offered at CSD may include:

- Speech reading
- Intelligibility training
- Phonemic awareness
- Auditory perceptual skill training
- Functional/situation based conversation training



ADMISSIONS POLICY

The California Schools for the Deaf are able to serve Deaf/Hard of Hearing individuals between the ages of three and 22 years. The schools may also serve children younger than age three in experimental or other programs pursuant to California Education Code.

Eligibility for Enrollment in CSD Riverside's Day Program:

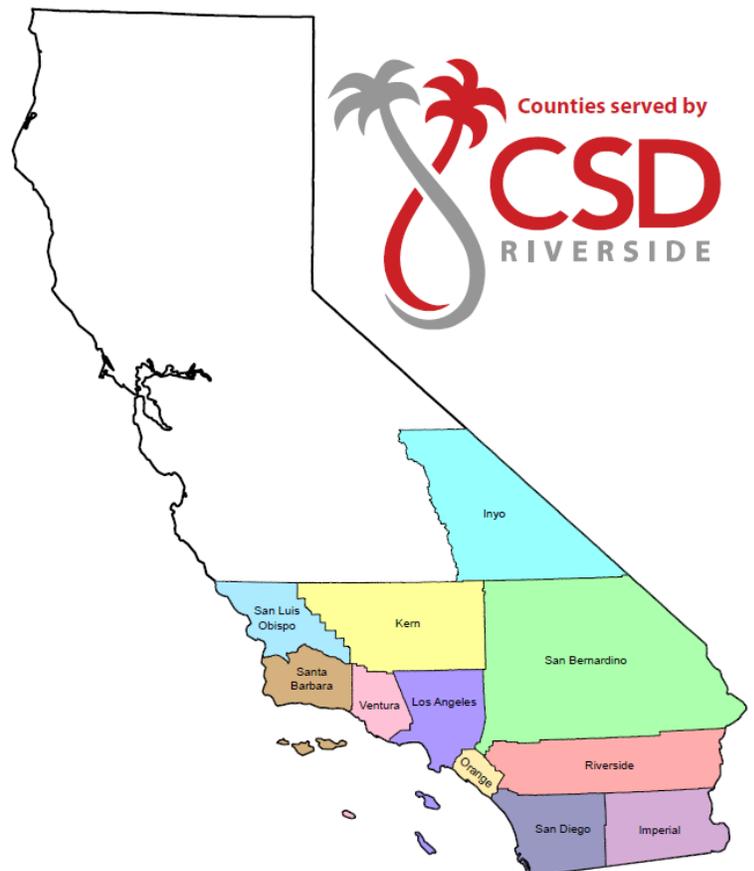
The California Schools for the Deaf provide intensive, specialized services to students with or without additional disabilities whose primary education needs are due to their deafness. An applicant who meets the following criteria may be eligible for enrollment or continued enrollment in the California School for the Deaf (CSD) Instructional Program:

- The applicant demonstrates the ability to learn and/or use American Sign Language as the primary mode of communication to access instruction by attending to communication and others in the environment; demonstrates an understanding or awareness of the intended communication; initiates or sustains interactions with others; and has the ability to respond to instructions in academic, functional, social, and self-care situations.
- The applicant demonstrates that his or her primary educational needs are related to a severe hearing loss with or without additional disabilities.
- The deaf applicant demonstrates that he or she can benefit educationally from an ASL environment
- The deaf applicant demonstrates the ability to access the general education or alternative curriculum with reasonable accommodations without requiring a fundamental alteration of the educational program of CSD.

Eligibility for Enrollment in CSD Riverside's Residential Program:

Deaf applicants eligible for the CSD's day program are not automatically enrolled into the residential program. Enrollment into CSD's residential program is a separate and distinct consideration even for a student currently enrolled in CSD's day program. Eligibility for the residential program includes:

- The applicant resides beyond a 60-minute commute each way between home and CSD using transportation the LEA provides for day students.
- The applicant has the ability to respond independently and appropriately to life-threatening situations.
- The responsible local school district and parent/guardian have approved the applicant's placement in the residential program.
- The applicant does not have a history of unrehabilitated behavior that poses a threat to themselves and/or others, including but not limited to substance abuse, fire-starting, sexually predatory behavior, or assault.

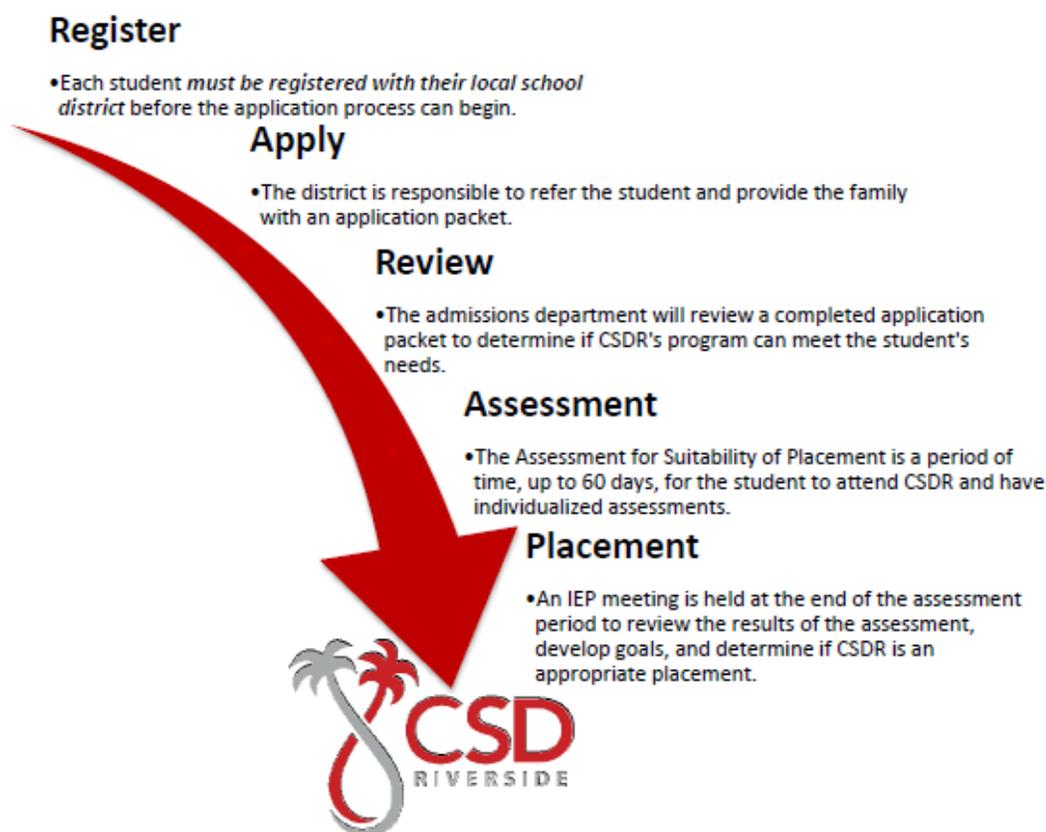


The Admissions Process:

For purposes of determining whether an applicant meets the criteria for enrollment, the following process shall be followed:

- The school district of residence (local education agency [LEA]) shall refer the applicant to CSD by submitting an application packet.
- The application packet shall contain the following information, assessments and reports:
 - The last three years of Individualized Education Programs (IEP) or Individual Family Service Plans (IFSP) if completed;
 - Audiograms, completed within one year of the date of the application of admission
 - Current assessments and/or reports
 - Any additional assessments and/or reports dated within two years of the date of the application of admission which document:
 - a) The impact of the deaf applicant's hearing loss;
 - b) The deaf applicant's inability to auditorily access the general education curriculum; and
 - c) Any other disabilities, conditions, or behaviors that may affect the deaf applicant's ability to access the general education curriculum.
- Once a completed application has been received, an assessment of suitability for placement at CSD will be initiated. This assessment plan may include temporary assignment at CSD for purposes of determining eligibility for enrollment in the day or residential program and should include any necessary and appropriate amendments to the IEP to ensure appropriate services during this temporary assignment.
- Prior to the completion of the assessment of suitability for placement at CSD, the deaf applicant's IEP team, including the appropriate CSD personnel, shall meet to determine the appropriate placement. The IEP team may not make a determination of placement at CSD without the agreement of CSD personnel.

Note: Authority cited: Section 59020, Education Code. Reference: 5 CCR Section 3030(a); Section 56342(a), Education Code; and 34 CFR Section 300.555.





HEALTH SERVICES

The Health Services Department is open twenty-four hours a day from Sunday night at 6:30 p.m.. until 3:00 p.m.. on Friday. There is a registered nurse on duty at all times. Emphasis is on first aid and short-term care, with the goal of returning students to the classroom or dormitory as quickly as possible. Residential students will be provided more extended services beyond school hours as deemed necessary. CSD has a school physician on staff that provides direct medical services as needed to our students. The nursing staff utilizes the school doctor's standing orders for all nursing care. Emergency services will be arranged at the local hospital for all students.

The Health Services Department (Infirmary) provides the following basic care for all students:

- Dispensing medication
- Administer minor first aid
- Screen for referrals to physicians
- Monitor medical conditions
- Provide temporary care for students who are ill
- Maintain student medical records

Parent/ Guardian Responsibilities

- Complete medical release forms. This form is to be submitted by the start of each new school year and also updated when changes occur. Student over the age of 18 years may sign their own forms.
- Current numbers and addresses for: email, phone and text (home, work and emergency) *(EC 49408)*.
- Complete Physical exam forms (required for new students and 1st graders only). *(EC 49450.6)*.
- Provide insurance and medical information.
- Keep immunizations current. *(EC 482116)*
- Provide written instructions from your health care provider regarding ongoing medications.

Parent Information for Sick Students

- Keep your child home when ill. Sick students will be sent home.
- Pick up your child as soon as possible when requested to do so by the infirmary staff. The nurse may initially care for their illnesses and/or injuries at school, but the final health care responsibility remains with the student's parents or guardians and their private physicians. If a student is too ill or injured to stay at school (as determined by the school physician and/or nurse's judgment), the parent/guardian or emergency contact person is notified and they will make plans for the student to be picked up and transported home or to their health care provider for further medical care.
- If your child's illness required a doctor's visit, submit any medications and written instructions for follow up care to the infirmary when he/she returns to school.
- Pay close attention to the date the doctor writes for your child's return to school date. Example: if the doctor writes: "student may return to school on Monday 08/25/2014". If your child stays in the cottage, do not send him/her to school Sunday night 08/24/2014. Your child will not be able to stay on campus and will be sent back home.
- Nursing staff will notify parent or guardian (via; phone, video phone, text and or email) when their child is treated for medical problems/or injuries; however, exceptions to notification may include complaints and/or treatment of minor scrapes, occasional headaches, low-grade fever, or colds, etc.

Medications

- All student medication (prescription and over-the-counter) that the parent/guardian sends to the infirmary must be accompanied with the order from the health care provider. Be sure you take a copy of the Authorization to Take Medication Form with you to each pediatric visit for your child.
- The infirmary may only accept medications by a health care professional licensed by the state of California to prescribe medications. Do not send medications that you received from outside the state of California or the United States of America. *(CCR, Title 5, Section 601 [a])*
- Deliver medications directly to the Health Services staff. Students are not allowed to keep medications in their possession. Exceptions such as topical acne medication, epinephrine auto-injectors and asthma inhalers may be reviewed on a case by case basis and must be include written approval by the student's physician, parent and the Health Services supervising nurse. *(EC 49423, 49423.1)*
- Attach the required Authorization to Take Medication Form (completed by a physician), to all medications.
- Send all medicine in the original pharmacy or manufacturer labeled containers.
- All medication containers must include the student's name and dosing instructions from the pharmacy or physician.
- The infirmary will not accept medication containers that include: two or more different types of medications, different dosage strengths of the same medication, medications that are different from what is written on the medication label or medications that have not been prescribed for the student.

Health Insurance

It is important that current insurance information is provided to Health Services. If a student is eligible for Medi-Cal, the number and issue date of the card must be provided. All information will be on file if needed for medical care and services. Parents and guardians are responsible for all student medical bills.

Minor And Confidentiality Rights

Check the California Education Code for information related to medical treatment and the confidentiality rights of minors. *(EC 4601.1)*

Suicide Prevention

CSD has in place a Policy *(Section 714)* on Suicide Guidelines/Prevention. School staff are responsible for the safety and general well-being of students which include the detection and prevention of suicide amongst students. Parents are encouraged to contact Counseling Services with any mental health concerns.

Updated 05/30/2017, Y. Johnson, RN BA



FAMILY LIFE & HEALTH EDUCATION

Family Life Education (EC51930-51959, 51240)

California Education Code 51550 and 51551 states if classes are offered in public and secondary schools where human reproductive function and sexually transmitted disease or other topics related to sex education, it must be made known to the parents/guardians of each pupil. The notification must be in writing. Such notice must be delivered via mail or other modes used to communicate individually to all parents/guardians of the participating pupils. Parents/Guardians must be given “reasonable” amount of time (at least 15 days) to be able to inspect the materials to be used and be able to withdraw their child from the class. No child may participate in a class if a request from the parent/guardian to authorize a withdrawal in writing, has been received by the school. Any written text or visual/ audio materials that are to be used in class that examine the human reproductive processes or sexually transmitted diseases are to be made available for inspection by parents/guardians at a time that is convenient and reasonable prior to the conduction of the course. Supplement to Education Code 51551: Senate Bill 2394 – Russell Bill

AIDS Prevention Education

California does not require schools to teach sexuality education. However, if schools do teach sexuality education, which they are permitted to do in kindergarten through the twelfth grade, they must follow certain guidelines. In addition, California schools are required to teach HIV/AIDS education to students at least once in middle school and once in high school.

California state law requires that all instruction be age-appropriate and medically accurate, which is defined as “verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention (CDC), the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.”

In addition, California law dictates that, “instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, and pupils with disabilities.” Instruction must also encourage parent-child communication about sexuality. From grade 7 on, all instruction must include information about abstinence while “providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.” This instruction must “provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.” Each school district must provide in-service trainings for all teachers and school employees who conduct HIV- prevention education. School districts may contract with outside consultants either to teach students or provide the in-service trainings. In addition to the California law, the state’s Health Education Framework emphasizes the need to address HIV/AIDS, STDs, and pregnancy prevention and provides suggestions for curricula. In 2003, the California Department of Education also released its own guidelines and resources.

Parents or guardians may remove their children from sexuality education and/or STD/HIV education classes. This is referred to as an “opt-out” policy.



TESTING PROGRAMS

Classroom Testing

CSD uses a variety of assessment tools to determine student achievement. For all campus departments: Alternative Curriculum Education (ACE), Elementary, Middle School, and High School, teachers administer formative and summative assessments depending on college and career ready objectives. Classroom assessments are used to measure student progress and growth, as well as guide classroom instruction.

Standardized Testing

CSD uses the Measures of Academic Progress (MAP) to measure student performance and academic achievement for students in grades 2-12. Other formal tests completed for triannual IEPs and/or requests for additional testing are conducted by psychologists on campus. For more information on the types of additional testing offered, contact the Assessment department.

State-Required Testing Programs

As documented in their IEP, all students are required to participate in state testing programs known as California Assessments of Student Progress and Performance (CAASPP). Parents who wish to exempt their child from state testing can do so during the IEP meeting; otherwise, parent(s) must provide in writing your wish for exemption before state testing begins in the spring. More information on the following tests can be found on the California Department of Education website: <http://www.cde.ca.gov/>

Desired Results Developmental Profiles (DRDP 2015) – 18 months-Preschool

The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). It is designed to be used to inform instruction and program development. The focus is for the eight different domains are on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs.

Smarter Balanced Assessment Consortium (SBAC) – Grades 3-8 and 11

The SBAC is a total of four summative tests: two computer-adaptive tests and two performance tasks based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe student performance.

California Alternative Assessment (CAA) – Grades 3-8 and 11

The goals of the CAAs are to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options. The ELA and mathematics tests are administered one-on-one and aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—that are linked to the Common Core State Standards (CCSS).

California Science Test (CAST) – Grades 5, 8, and 10

This new assessment is computer-based and aligned with the California Next Generation Science Standards.

California Alternative Assessment for Science (CAA for Science) – Grades 5, 8, and 11

The CAA for Science is based on the core content connectors ([PDF](#)) and essential understandings that are aligned with CA NGSS. The new test is a performance task assessment designed to be administered closer to the student's instructional activity.

Physical Fitness Test (PFT) – Grades 5, 7, and 9

The main goal of the test is to help students in starting life-long habits of regular physical activity. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

Advanced Placement Exams (AP)

AP is a program of rigorous, college-level courses available at the high school level. National exams administered by the College Board allow students to earn college credit for a score of 3 or better on the exam. CSD strongly urges students who take an AP course to challenge themselves by taking the corresponding exam. Exam fees are the responsibility of the student.

College Entrance Examinations

Currently, the PSAT and SAT tests must be taken at National Test Centers. Information about registration and accommodations is available on line at <https://collegereadiness.collegeboard.org/sat>.

Through the Department of Vocational Rehabilitation, CSD offers the ACT Test on campus, which is a national college admissions examination. The test consists of subject area tests in English, Mathematics, Reading, Science, and a written essay. Students scoring high enough scores in each area may qualify for college scholarships.



ACADEMIC GRADING SYSTEM

Standards Referenced Grading Procedures

CSD uses Standards Referenced Grading throughout the academic progress, which CSD believes assessment is a process for providing feedback that influences learning and that grades should reflect mastery of the standards, CSD will support accuracy in grading through standards referencing assignments and assessments.

CSD will enact a grading procedure that requires secondary classroom teachers to assign grades that reflect students' mastery of the California State Standards. This procedure is designed to communicate accurate information to parents and students regarding progress towards mastery. Middle School and High School receive letter grades according to the following grading scale:

PERCENT	GPA POINTS*	LETTER GRADE	LEVEL OF MASTERY
100 - 90	4.0	A	Exceeds Standards
89 - 80	3.0	B	Meets Standards
79 - 70	2.0	C	Approaching Standards
69 - 60	1.0	D	Needs Support
59 - 0	0.0	F	Not Met

Grades will be calculated using Summative Assessments and Formative Assessments that demonstrate subskills leading toward mastery of learning targets.

Standards Referenced Grading:

60% - Summative Assessment: Assessments that evaluate student learning at the conclusion of the instruction unit/theme. Such as Tests, Presentations, Final Essays

Students will have the opportunity to request reassessment within specific time period of SA grades if their grade falls below 80% with teacher's approval.

30% - Formative Assessment: Assignment/assessments which are on-going that evaluation students' current understanding during the unit/theme. Such as practice labs, quizzes, classroom discussion

10% - Skills for Success: Student shall incorporate communication, collaboration, literacy, critical thinking, community and work ethics as part of their daily routine. Such as participation, homework, etc.

Incomplete Grades (MS/HS)

At the end of a grading term, a grade of incomplete (INC) may be given when a student misses assignments due to absence. The student must complete the work to receive a grade within a period of time that equals the duration of the absence. When the absence is due to an extended illness, the student has a reasonable period of time following the absence to complete the required work. If the work is not completed in the allotted time, the INC becomes the grade earned.

Grade Reports (EC49066-67)

Report Cards are issued at the end of each semester (HS) or trimester (MS). These grades are recorded on the students' official transcripts/permanent records. (EC49067) Progress Reports (HS) are issued at the end of the 1st and 3rd Quarter. Student's grades on Progress Reports represent 50% of the final grade for the semester. Deficiency reports are issued for those students earning a 70% or lower in the middle of each quarter (HS) or trimester (MS).

* Advanced Placement courses earn 1 extra grade point. Honors courses earn .5 extra grade points.



STUDENT ORGANIZATIONS

All departments offer a variety of activities for students to be involved in. Student Council is offered for the 5th graders in Elementary as well as the Middle School program. All Organizations/Clubs have equal access to facilities and a fair opportunity to meet. (5 CCR § 4927)

Student organizations provide the opportunity for students to participate in organized extra-curricular activities that cover a wide variety of interests. Student organizations expand on what students learn in the classroom and help further develop students' personal interests. Student organizations provide extensive opportunities for personal growth and are designed to appeal to all students in the school while promoting CSD's Schoolwide Learner Outcomes (SLO).

Benefits of Student Organizations:

- Addresses the current needs and interests of the entire student population intellectually, recreationally, and socially. (SLO: Critical Thinking)
- Reaches the entire body school. (SLO: Collaboration)
- Promotes school spirit, pride and a sense of community among faculty members and students. (SLO: Community)
- Provides students opportunities to be recognized by parents/guardians, teachers, administrators, community members and peers for efforts in school activities. (SLO: Community)
- Provides students with both individual and group growth experiences. (SLO: Collaboration and Work Ethic)
- Extends to students a share of responsibility for making the school a success. (SLO: Collaboration)
- Provides students opportunities to develop and practice the skills they need to function in a democratic society. (SLO: Literacy and Work Ethic)
- Provides students opportunities to make decisions. (SLO: Communication, Community, Collaboration)
- Provides open channels of communication among the various members of the school community, including students, teachers, advisors, and administrators. (SLO: Communication and Literacy)

Elementary:

- Student Council

Middle School:

- 6th – 8th Grade Class Activities
- Student Council
- Class Bowl
- Battle of the Books sponsored by Gallaudet University
- Math Counts sponsored by Rochester Institute of Technology

High School:

- 9th – 12th Grade Class Activities
- Academic Bowl
- Associated Student Body Government
- Cub Engine Club
- FCCLA Culinary
- National Honor Society
- Food Council
- Health and Safety
- International Studies
- Jr. National Assoc. of the Deaf
- Latinx Youth
- Mixed Art Club
- Paws Press
- Peer Mediators
- Student Life Council
- Student Media

Criteria for Student Organization Candidacy and Standards for Maintaining Office:

- Student must maintain a 2.0 GPA or above during the candidacy and while in office.
- Student demonstrates responsibility during the current school term such as arriving to class on time, completing assignments regularly and being punctual for cottage or organizational meetings.
- Student demonstrates effectiveness in relating to others by the ability to compromise in adversarial situations, debating his/her opinion
- in a reasonable manner and is able to maintain a positive relationship with the organization membership.
- Student is required to make a written request or complete a Student Officer Application to the High School Management Team (HSMT) outlining his/her experience, qualifications and reasons for pursuing the office.
- Student is required to submit a written letter of reference from one teacher OR one student life staff member who is currently working with the student to the High School Management Team.
- Student who holds a major office in one organization (ie. President, Vice President, Secretary or Treasurer) cannot hold the same office in any organization concurrently.
- Student cannot have any suspension reports in the current or previous semester of attendance at CSD.
- Student must resign from office immediately upon suspension of any kind during the school year.



HIGH SCHOOL GUIDELINES AND SERVICES

Student Identification Card

In High School, all students will be issued an identification card with a lanyard. It is expected that students keep the identification card (lanyard) with them at all times during school hours. The primary purpose of issuing ID cards is school safety. The ID card is bar coded to provide students with a variety of functions, including the 5-Star Students Program. Students will be issued one ID card during their four years in High School free of charge. If an ID card is lost or damaged it must be reported immediately to the main office and a new card will be issued. The replacement cost for a lost or damaged ID card, \$5.00, is the responsibility of the student.

Class Changes

High school students may request class changes through their Educational Advisor during the first 5 days of a semester. After the first 5 days of a semester, student requests for class changes are not honored. Students may not request class changes at the end of a quarter. Class changes requested by teachers for valid reasons may be made after the first 5 days of the semester.

Course Requirements for Graduation

Graduation requirements vary depending on when the student entered the High School program and which graduation tracking they are in. Contact the High School Office or Educational Advisor for more details.

Educational Advisor

Educational Advisors (EA) provide comprehensive academic guidance and facilitate communication among students, parents, and teachers. EAs help students monitor and accept responsibility for their academic progress.

Each student is assigned to an EA who meets with the student and contacts parents/guardians as needed. The EA helps the student develop plans to meet academic goals and enhance achievement. The EA maintains regular contact with teachers, school counselors, coaches, the athletic director, dorm counselors, and other staff who work with the student.

Student Portfolios

All students in grades 9-12 are required to complete student portfolios before they graduate. The requirements for each grade level differ, and seniors are required to give presentations on their comprehensive portfolios to a panel of high school and school administrators before they can be eligible for graduation. Information on specific requirements for the portfolios can be requested through the High School office.

Community Service

In order to promote civic awareness and volunteerism, High School requires all students to 50 hours of community service as part of their graduation requirements. During the first two years, students must complete 10 hours each year for a total of twenty (20) hours. The last two years, students must complete 15 hours each year for a total of thirty (30) hours. Total hours will be adjusted for students who do not attend CSD the full four years of high school. Community service hours must be documented on a form, which must include a principal's prior approval before starting the service. Ideas for community service include community/school opportunities, city, youth and environmental projects, and student tutoring. For specific guidelines and further clarification, please contact the High School office.

Definition of Community Service: the giving of one's time, efforts, and skills outside of school class time for the purpose of benefitting the community (local or global), without monetary compensation.

Workability and TPP Services

CSD Both WorkAbility and TPP provide students with access to a career center, opportunities for job shadowing, tours of work/training sites, assistance with transition plans, and information about job/career planning.

Student Work Permit Requirements

Students who want to work in the community and are under the age of 18 must have a work permit. Students or parents/guardians may contact the Transition Coordinator or CTE Principal to obtain information about obtaining a work permit and regulations. The parents/guardians and employer complete the Statement of Intent to Employ Minor and Request for Work Permit form⁷ and give this completed form to the Transition Coordinator or CTE Principal. If all information is in accordance with federal and state laws, the Transition Coordinator or CTE Principal will approve the permit and sign as the verifying authority and issue the work permit to the student.

Transition Services

The Transition Partnership Program (TPP) is a school-to- career collaboration between the Department of Rehabilitation (DOR) and CSD. High school juniors and seniors who have the legal right to work in the United States and who can be competitively employed are served under this cooperative program. **(EC56460-56472)** The purpose of TPP is to provide juniors and seniors with the skills necessary to meet the demands of today's workplace. TPP enables students to transfer their classroom experiences to the workplace by allowing them to participate in both on-campus and off-campus work experience.

TPP staff work with DOR counselors to identify needed services and support for students transitioning from CSD to work or post-secondary training programs.

Workability

WorkAbility is funded and administered by the California Department of Education to assist students with identified educational needs by preparing them for the world of work. While many students may desire job placement, not all are job-ready. Students are assisted in developing pre-employment skills such as proper grooming, interview preparation, job performance expectations, and job retention skills. If it is determined that a student is job-ready, a job or training site is sought for them. WorkAbility staff also arrange an annual Career Awareness Day to expose students to a variety of career opportunities.

Participating in Senior Activities & Graduation

Per California Education Code (EC) sections 6390– 56392, CSD allows students with disabilities to participate in graduation ceremonies and activities. They may participate whether or not they have completed all state and local graduation requirements for a diploma or certificate or document of educational achievement. **(EC56390- 56392, 56391, 56026)**

The California Department of Education (CDE) is committed to ensuring that all students with disabilities achieve to their maximum potential. It is also important to recognize each individual student's efforts in this regard. California law provides a way to recognize students with disabilities who are unable to earn a high school diploma or who have not completed all graduation requirements by the end of grade 12.

A student with disabilities who does not meet all state and local requirements for earning a high school diploma, may be awarded a certificate or document of educational achievement or completion if any one of the three criteria outlined in EC Section 56390 are met. Awarding a student with an actual certificate is a local decision.

However, any student who meets any one of the three criteria, whether or not they are receiving a document such as a certificate or a diploma, shall be permitted to “participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate,” such as walking in graduation ceremonies with their class. *(EC Section 56391)*

Following are the three criteria outlined in EC Section 56391:

- a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program, or
- b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team, or
- c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

If a student with disabilities, who is scheduled to earn a high school diploma by the end of their senior year, has not met all graduation requirements, the district is still responsible to provide free appropriate public education (FAPE) to the student until they complete their graduation requirements or turn age twenty two, whichever comes first, even if the student has participated in a graduation ceremony (EC Section 56026). The individualized education program team will determine appropriate annual goals and special education supports and related services, and also will determine the appropriate educational setting that will (a) prepare the student to meet all graduation requirements by age twenty two or; (b) provide the student with functional life skills and vocational preparation until age twenty two. Should the student and/or parent refuse the offer of FAPE, the student may exit special education and the district may award the student with a certificate of completion.

Restroom Use

Students may use the restroom before and after school, during lunch, and between classes. Students must have a pass to use the restroom during class. Restroom passes are not issued during the first and last 10 minutes of class unless it is an emergency. Students are responsible to keep the restrooms clean.

Pregnancy Regulations

CSD does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. ***(5 CCR § 4950 (a); 34CFR § 106.40 (b)(1)***

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. ***(5 CCR § 4950(c); 34 CFR § 106.40(b)(1)***

Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to the regular program. ***(5 CCR § 4950 (c);34 CFR § 106.40(b)(3)***

CSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability. ***(5 CCR § 4950 (d); 34 CFR § 106.40(b)(4)***



POLICIES & PROCEDURES FOR A SAFE SCHOOL

The CSD Superintendent and Cabinet are committed to providing a safe learning and working environment for all students and employees. To facilitate this goal, the following Policies and Procedures have been put into place, with compliance to state and federal laws.

School Visitors

Parents and the general public are welcome to visit the school to meet administrators, staff, view the wonderful school, become knowledgeable of the programs we have to offer and share ideas. All parents/guardians are encouraged to make prior arrangements with the Office Secretary to ensure the time is not interfering with instructional time. You will check in at the Administration Building and receive a name badge.

If you are a parent seeking to enroll your child, please contact the front desk so an appointment can be made to visit the school. If you wish to observe classes or meet with staff members, please make prior arrangements with Office Secretary of the Department.

Visitor's/Parent's Conduct On Campus (*Ec32210-12, 44810-11*)

Parents, relatives and visitors are expected to conduct themselves in a respectful manner and comply with directives from school staff while visiting the school campus. EC sections 32210-12 and 44810-11, state that any parent, guardian or other person who disrupts school or extracurricular activities or fails to leave a school building or school grounds promptly upon request of the Superintendent or designee could be charged with a misdemeanor. If warranted, the school shall contact the police. Anyone who causes a disturbance or exhibits disorderly conduct is subject to prosecution in accordance with law. The appeal process is included in the EC sections.

Freedom of Expression (*EC48907, 48950*)

All students have the right to freedom of speech and freedom of press within the school environment, including, but not limited to: the use of electronic devices, the use of computers and video phones, social networking, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications, whether or not these publications are supported financially by the school.

The school prohibits expression that is obscene, libelous, or slanderous, or that incites students to create a clear and present danger, to commit unlawful acts on school premises, to violate lawful school regulations, or to substantially disrupt the orderly operation of the school.

Bullying Prevention and Intervention

CSD is committed to creating a safe and secure school environment where all students may learn by eliminating bullying and harassment. It is important that all members of the CSD community be aware of school policies including what bullying looks like. Working together as a community, bullying can be eliminated.

The administration of CSD recognizes that there is a nationwide concern regarding the issue of bullying, and acknowledges that CSD is not immune to such issues. Bullying is defined by CSD as an ongoing pattern of behavior that involves harassment, terrorism, intimidation, or threatening of an individual or individuals for a significant period of time. Bullying occurs in the forms of physical, emotional, verbal, or sexual/racial torment. It also includes the exclusion or isolation of another person and can be done face to face, in writing, by text, or via the internet. The CSD administration takes bullying behaviors very seriously. Bullying incidents and complaints are responded to by staff and disciplinary action is imposed when warranted. The school's goal is to provide a safe environment free of

intimidation where students may learn and thrive. Bullying falls under the harassment policy which has clear and established consequences. Harassment of any kind including bullying is not tolerated.

Students who engage in any act of bullying while at school, at any school-sponsored activity or event, or while in route to or from school are subject to disciplinary action, up to and including suspension and expulsion. Law enforcement officials are notified of bullying incidents, as required by law.

Mandated Reporting Policy & Procedures

All CSD employees are Mandated Reporters. Mandated Reporters must always:

- For suspected abuse that occurred within the home, call in a verbal report to the CPS/APS agency in the student's county of residence immediately (or as soon as practically possible).
- For suspected abuse that occurred outside the home, including CSD campus, call in a verbal report to California Highway Patrol (CHP). In addition, immediately call in a verbal report to the CPS/APS agency in the student's county of residence.
- FAX and/or mail a written report to each agency (CPS/APS, CHP) within 36 hours of receiving the information.

Sexual Harassment Policy & Procedures

Sexual Harassment in Schools (Assembly Bill 2900) mandates that Sexual harassment will be forbidden in any education institution, whether it may be public or private preschool, elementary, or secondary school or institution: a public or private institution of vocational, professional, or postsecondary education. For the purpose of clarification, sexual harassment means any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature, made by someone from or in the work or educational setting. Sexual assault, and abuse, and harassment are not permitted.

CSD understands that sexual harassment is a serious problem for students at all educational levels. It is very important that students tell a teacher, Principal, guidance counselor or other school official, about harassment if it occurs at school. CSD supports the law which states the schools must stop sexual harassment of a student no matter who the harasser is. However, the school can only stop the harassment if someone in authority knows that it is happening. Once a school employee has knowledge of a case, it will be investigated by an incident panel. The panel will provide information to the Director of Instruction to make a code-based /policy decision regarding consequences.

Nonviolent Crisis Intervention

Nonviolent Crisis Intervention training developed by the Crisis Prevention Institute (CPI) provides staff members with techniques to ensure the welfare, safety, and security of themselves and the students in their care. The program emphasizes early intervention and nonphysical methods for preventing or managing disruptive behavior. Staff members learn verbal and nonverbal de-escalation techniques and physical control restraints designed to be non-harmful and noninvasive. Initial and refresher training is required for designated CSD staff members.

Restraint

The CSD Superintendent and Cabinet recognizes there may be rare occurrences when employees need to use reasonable and necessary force and physically restrain students in order to maintain order, protect property, protect the health and safety of pupils, obtain possession of weapons or other dangerous objects on or within the control of a student, or maintain proper and appropriate conditions conducive to learning. The CPI physical restraint system shall only be used by staff as a last resort when verbal techniques have been exhausted or when a student displays behavior that presents a danger to self or others. Staff shall complete an Incident Report form and a Restraint Documentation form when physical restraint is required and send the forms to the PPS office. Parents/guardians will be informed when the CPI physical restraint system has been employed. The police will be called when the student's behavior is beyond the control of the CPI physical restraint system.



ATTENDANCE POLICY

Good attendance is important to a student’s success at the California School for the Deaf. California law requires students to attend school every day and to arrive on time for classes. Making sure their child attends school is a parent/guardian’s legal responsibility. Educational neglect takes place when parents/guardians willfully allow or keep their children out of school for inappropriate reasons. **(EC49067)**

Students who arrive to school more than 5 minutes late for the first period must report to their department office.

Reporting Absences

Parents/Guardians are to call or email the school office before 8:30 a.m. on the morning of the absence.

Early Start/ Preschool/ Elementary/ ACE

Phone: 951-248-7700 ext. 6621
VP/Spanish: 951-824-8035
Email: smartinez@cldr-cde.ca.gov
or
CSDR_ESoffice@cldr-cde.ca.gov

Middle School/ ACE

Phone: 951-248-7700 ext. 6619
VP/Spanish: 951-824-8046
Email: krichards@cldr-cde.ca.gov
or
CSDR_MSoffice@cldr-cde.ca.gov

High School/ ACE

Phone: 951-248-7700 ext. 6546
VP/Spanish: 951-824-8013
Email: putley@cldr-cde.ca.gov
or
CSDR_HSoffice@cldr-cde.ca.gov

School Note

This is only in the event that it is not possible to call or email, or if the parent/guardian forgets to call or email. Upon returning to school, the student must immediately bring a note to the school office. The note should include the student’s complete name, date(s) of absence and reason for absence. The note should be signed and dated by the parent/guardian.

Example Absence Note:

[Date]
Dear Office,
My child, [Name], was absent from school on [Day], [Date], because (Reason).
Sincerely,
Parent/Guardian signature **(required)**

After An Absence

Students must come to their department office for a pass before returning to class. (EC48205, 46014)

The Elementary/Middle School/High School secretary or the Principal will examine the excuse note for the student’s reason for absence and give the student an excused or unexcused absence pass based on the California Education Code definition. If the reason for absence does not satisfy the Education code, the student automatically gets an unexcused absence pass. All of the student’s teachers will sign the student’s pass when (s)he returns to class.

Absences that are not cleared by a parent/guardian after five days will be recorded as unexcused. Districts/Parents will be notified when a student accrues THREE unexcused absences and subsequently each time thereafter. Remember, school attendance is critical to success.

According to the EC 48205, students may be excused for the following reasons:

- Counseling
- Court appearances
- Dental appointments
- Doctor appointments
- Field trips (school-sponsored)
- Funerals
- Job meetings
- Jury Duty
- Quarantine
- Religious holidays
- Religious exercises or instruction (**EC 46014**)
- Sports games (school-sponsored)
- Sickness

Note: Parents/Guardians may not keep students home to baby-sit, run errands or for any non-emergency family business. Such absences are unexcused. **Doctor appointments should be made after school or on the weekend whenever possible. For DMV or Social Security Administration appointments, permission to miss school must be received from the Principal PRIOR to scheduling the appointment.** School authorities may excuse any students in grades 7 to 12 for the purpose of obtaining medical services without the consent of the students' parent/guardian. (**EC 46010.1**)

Attendance on Game Day – MS/HS

All student-athletes must attend at least **four** full class periods on a game day to be allowed to play. Poor attendance in school may result in poor grades, resulting in a loss of athletic eligibility.

Appointments during School Hours

All students are expected to remain at school for the entire day. If a student must leave school for an appointment, the parent/guardian must sign out the student in the department office. Students are only released to a parent or legal guardian. If the parent/guardian wishes to have another adult pick up a student, a written signed note is required and ID verification is mandatory. If a parent/guardian requests early dismissal, the parent/guardian must contact the department office directly. Students over 18 must receive permission from the Principal or designee and sign out in the office.

Pre-Arranged Unexcused Absences

If a student needs to be absent for any reason other than those in the California Education Code (for example, a wedding or graduation of a relative), (s)he must get a Prearranged Unexcused Absence Form from the Middle School or High School office at least two weeks in advance. Parent requests for a Prearranged Unexcused Absence can only be for a maximum of 2 weeks. Otherwise, it will require an IEP meeting and change of placement. The student must get their parent/guardian's signature before (s)he gets their Principal's signature for approval. The student must contact all of their teachers to sign the form, then give the completed form to their department secretary. Students are expected to make up all missed work by the deadlines set by teachers.

Chronic Absences (EC48260)

Chronic absence is absence from school for 10% or more of the number of school days a student has attended per semester. If students do not show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers. Chronic absences include excessive tardies. School staff will begin monitoring any time a student misses three days of school or three class sessions during one term. The school may request a physician's verification of illness for excessive absences. The school informs the Local Educational Agency when a student has chronic absences. Student Attendance Review Board (SARB) meetings may be scheduled if attendance concerns are not resolved and continue to impact student performance.

Tardiness

Students who are five or more minutes late for school must get a pass from the office. Students are expected to bring a note from a parent/guardian, dorm counselor, or school staff member explaining the reason for being tardy. Students who are late for class any time after the 1st period must get a pass from a teacher or other staff member. Students who do not have a pass will be given an unexcused tardy. If a student is tardy to class for more than half the amount of the class period time, it is considered an unexcused absence.

Middle School students will be given a reminder/warning when they accumulate 3 unexcused tardies each trimester. If a student accumulates 7 tardies during the trimester, they will be assigned detention (lunch/afterschool) with the Principal. A contract will be established and closely monitored. Further tardies may result in further detentions and/or parent meetings.

High School students who are tardy to their class three times will be expected to serve after school detention with their teacher. A contract will be developed between the teacher and student to make sure the student arrives to class on time each day, and a log will be started and monitored by the teacher as well as the High School Educational Advisors to keep track of all tardies. Repeated tardies will result in further consequences as determined by the Principal.

Truancy

CSD views cutting class as a serious offense. The school is responsible for the safety and welfare of the students. When a student cannot be found, this is a serious safety concern.

Disciplinary consequences will be assigned on a case by-case basis after the second cut. After a student cuts class for less than 30 minutes, (s)he will attend after school detention. If a student cuts more than 30 minutes and it is his/her first time, (s)he may be suspended from a major school sponsored event or a game if on an athletic team, whichever comes first. For the second or subsequent cut, the student may be suspended from either two major school-sponsored events, or a major event and a game if on an athletic team.

In addition, the student may be removed from participating in one or more activities sponsored by school organizations and/or be removed from the school play, Academic Bowl Team and/or other special school groups. For HS students, (s)he may be referred to the HS Inter-Disciplinary Team after cutting more than twice. (*EC 48260*)

Absences and Loss of Credit (HS)

Students who are excessively absent may lose credit. High School students who participate in optional sports or extra-curricular activities are limited to 12 optional/excused and 8 unexcused absences per semester/per class.

Once a student has 8 unexcused absences during a semester, optional absences are no longer allowed. Once a student has 20 total absences (i.e. excused, unexcused, and optional) during a semester, optional absences are no longer allowed. High school students who exceed 8 unexcused absences in any class during a semester **do not** earn credit for that class. Students who have excessive excused absences may lose credit for some or all classes if it is not possible for the school to provide the missed instruction or for the student to complete all missed assignments.

Closed Campus Policy (*EC44808.5, 48980*)

CSD operates as a closed campus to promote student and school safety. This means that students are required to stay on campus at all times during the school day. ECE, Elementary, and Middle School students may bring their lunch to school and eat in the dining room. The High School lunch privileges offer some students freedom and independence, however, all students that leave campus (including those 18+) must sign out/in in the HS Office.



ACADEMIC PROBATION POLICIES

Temporary Academic Probation (TAP)

There are established three-week time periods with deadlines for teachers to update gradebooks. When each three-week deadline arrives, the high school principal reviews all students' GPAs. Each student who has a GPA of below 2.0 will be placed on TAP for a three-week period. This means that the student will not participate in any sports games, home or away. S/he may continue to practice and sit with the team during home games only.

If the student is serving as a student organization officer, his/her position privileges, such as voting, will be suspended. There are two separate TAP periods. The first TAP period is during the first three-week period. The second TAP period is during the second three-week period. Students have up to six weeks to pull up their grades if they are on TAP. At any point during the time a student is on TAP, if his/her GPA reaches 2.0 or above, h/she is responsible to inform the principal so that the principal can review the GPA and remove the student from TAP.

Academic Probation (AP):

If the student continues to have a GPA below 2.0 after the second TAP period expires at the end of six weeks, s/he will be moved to AP.

AP students are immediately removed from sports teams and student organization officer positions. After a three-week period, GPAs are reviewed again to determine whether the student is removed from AP or if further intervention regarding academic grades need to be considered.

While on AP, students cannot:

- Play competitive sports games, including scrimmages.
- Participate in practices or home games.
- Wear game uniforms or attend away games.
- If a student athlete's GPA is below 2.0 twice during the same sports season, he/she will be put on AP and be permanently off the team, including the loss of any awards, recognitions, and team dinners.



DIGITAL NETWORK & INTERNET ACCEPTABLE USE

Technology use is encouraged and expected as part of students' educational experience, with an agreement on the appropriate uses.

Privileges & Responsibilities

Students **will** have access to:

- Information, online databases and news from a variety of sources and research institutions.
- CSD provided software and public domains/shareware software of all types.
- Variety of web-based and software programs to publish content to the web.
- Collaborative web-based programs for the purpose of project-based learning.
- Curriculum, academic software and electronic learning resources.

Students **may** have access to:

- Electronic mail (email) to access to learning resources
- Discussion groups on a wide-variety of topics

CSD will not guarantee the availability of access to network resources and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other differences. The accuracy and quality of information obtained cannot be guaranteed, nor can information sent or received be assured to be private. With worldwide access to computers comes the availability of material that may be of educational value in the context of the school setting. CSD cannot control or censor illegal, defamatory, inaccurate, or potentially offensive materials, which may be available to the user on systems accessible through CSD.

PowerSchool

Collaboration and communication between parents/guardians, staff and students are a priority at CSD. In effort to build on this belief, and to ensure academic success for all students, we offer PowerSchool Parent and Student Portal.

The PowerSchool Parent and Student Portal provide parents and students secured internet access to a wide range of relevant data such as:

- Student schedules
- Class assignments/scores
- Report card/progress report grades/teacher comments
- Email links to teachers
- The option to subscribe to email notifications of your students' class assignments, scores, grades, etc.

User Responsibilities

Users are responsible for using the provided school account in an ethical, responsible and legal manner for school-related tasks only in which teachers and staffs will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students. CSD takes no responsibility for the accuracy or quality of information from internet sources. Use of information obtained through the internet is at the user's risk.

Students will be required to sign the Computer and Internet Acceptable Use Agreement. Parents will give consent to the terms of the CSD Computer and Internet Acceptable Use Agreement. CSD requires that students abide by CSD rules. These include, but at not limited to, the following:

- a) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures or other material on any computer or network within CSD is prohibited.
- b) Anything pertaining to illegal activities is strictly forbidden such as: knowingly spread viruses, worms, or any other malicious files, install or use unauthorized software, access the network via another user's account, unauthorized entry (hacking), advertise commercial products or services, mass unsolicited electronic mailings, and/or destruction of computer systems and files.
- c) Maintain privacy. Do not reveal the personal address, phone numbers, personal web sites or images of yourself or other persons. Before publishing a student's picture, first name, or work on the internet, the school must have on file a parent release authorizing publication.\
- d) Do not divulge passwords tom or otherwise allow access to network accounts.
- e) Respect copyrights. All communications and information accessible via the network are assumed to be the property of the author and should not be reused without his/her permission.
- f) Files and electronic communication messages, or posts of any kind created or stored on equipment or media covered by this policy are the property of CSD, and can be used as evidence in a court of law.
- g) If a user receives any harassing, threatening, or appropriate material on the internet or computer network, the user should not respond and should immediately report the material to a teacher or the appropriate administrator.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

Cyber-bullying

Cyber-bullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Using personal communication devices or school property to cyber-bully one another student is strictly prohibited and may result in the cancellation of network privileges and/or disciplinary action. Cyber-bullying may include but is not limited to:

- Making comments that infer hate or bias based on race, religion, sexual orientation, or physical characteristics
- Heated unequal argument online that includes making rude, insulting or vulgar remarks
- Spreading information or pictures to embarrass that affect instruction
- Using someone else's screen name and pretending to be that person
- Forwarding information or pictures meant to be private
- Isolating an individual from his or her peer group
- Engaging in sexual harassment
- Engaging in cyber threats¹
- Cyber stalking²

¹ Cyber threats include attacks from viruses, worms, Trojan horses, phishing, denial of service attacks, unauthorized access (stealing intellectual property or confidential information), and control system attacks.

² Cyber stalking is use of the Internet or other electronic means to stalk someone. This behavior includes false accusations, monitoring the transmission of threats, identity theft, damage to data or equipment, the solicitation of minors for sexual purposes, and gathering information for harassment purposes.



PERSONAL ELECTRONIC & MOBILE PHONE POLICY

Mobile Phones

Students are permitted to have in their possession mobile phones. Such devices shall remain deactivated and put away in the student's backpack, purse, pocket, etc., and their use strictly prohibited during any instructional time. Any student found to be texting, reading text messages, making calls or receiving calls while in class, will be considered to be cheating and will be disciplined accordingly. Mobile phones are **prohibited** in the restrooms and PE locker rooms. Mobile phones are a **safety** issue during PE class.

Student Electronic Privacy and Safety Facts

Students must not make or disseminate (while on or off school property recordings, photographs, or videos of other students or individuals, including school employees, if the recording will substantially disrupt and interfere with the work and discipline of the school, or the ability of a student to attend school or participate fully in its activities. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee. Parents are encouraged to monitor their student's Internet interactions and text messaging with other students/adults.

Other Electronic Devices

Electronic devices (headphones, mp3 players, e-readers, laptops, stereos, speakers, handheld games, cameras, etc.) are **prohibited** during class periods unless the teacher allows them for learning purposes **only**.

Students are not permitted to leave class to use a mobile phone or electronic device. It will be considered a violation if the student's mobile phone or electronic device disrupts the class. Students are expected to cooperate in handing over mobile phones and digital media devices when requested. Students insisting on doing so are in violation of "failing to comply" and appropriate action will take place. Students may receive severe consequences for repetitive violations of this policy and/or related insubordination.

The use of mobile phones and other electronic devices for inappropriate reasons while on campus or off campus during all school sponsored events (including cheating, sexting, harassment, or any use that is inappropriate and in violation of the Technology Use Policy or disruptive to a positive learning school environment) will be cause for disciplinary action. The taking or sharing of obscene, pornographic, lewd, illegal, or otherwise inappropriate images or photographs will not be tolerated. Violations will be referred to law enforcement.

California School for the Deaf Riverside is not responsible for students' loaned, lost or stolen mobile phones and electronic devices.



DRESS CODE

Dress and grooming should be appropriate for the school setting. “A pupil who goes to school without proper attention having been given to personal cleanliness, or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself (herself) for the school room before entering.” (*California Administrative Code, Title 5 Division 2, Section 302*)

Basic & Minimum Safe Attire

The following safe attire shall be enforced in the California School for the Deaf Riverside in order to meet the requirements of the California Administrative Code regarding grooming, dress, and appearance. Students attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel.

- a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- b) Shirts and dresses must have fabric in the front and on the sides (under the arms).
- c) Clothing must cover undergarments (waistbands and straps excluded).
- d) Fabric covering breasts, genitals and buttocks must be opaque (not allowing seeing through).
- e) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any or staff. Hoodies must allow the face and ears to be visible to school staff.
- f) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, CTE/ Industrial Education and other activities where unique hazards exist.
- g) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Prohibited Attire

Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are strictly **prohibited**. All students are expected to comply with the requirements of this policy specifically:

- a) Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- b) Clothing may not depict pornography, nudity, or sexual acts.
- c) Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
- d) Clothing, including gang identifiers, must not pose a threat to the health or safety of any student or staff.
- e) Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (Head scarves, for example) and worn by students with disabilities (protective helmets, for example).

Parent Responsibility: the responsibility for the dress and grooming of a student rests primarily with the student and his/her parents or guardians. Parents/guardians are responsible for ensuring student compliance with the school dress code.

Student Responsibility: all students at schools are responsible for complying with their school’s dress code during school hours and school activities.

Enforcement: when a school staff or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the adults should be the same sex as the student.

- a) Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).
- b) Discipline for dress and grooming violations should be consistent with the discipline policies for comparable violations.



STUDENT VEHICLE & PERSONAL MOBILITY DEVICES

Student Vehicle Contract

Only seniors will have the privilege to have a car on campus. Exceptions may be made on an individual basis with permission. All motor vehicles are to be registered with the High School Principal office and parked at the designated parking spaces, and adhere to the following agreements.

Student Driver's Agreement

- I understand the school is not responsible for any private property or valuables that are left in the car.
- I will not do reckless or inappropriate driving on campus. I will drive on the roads, not the grass or dirt at any time on the school grounds.
- I will not do speeding. The maximum speed limit posted on campus is 15 miles per hour.
- I will not take other students in the car on or off campus without permission from a Supervisor or Principal. All persons riding in my car shall wear safety belts at all times.
- My car parked on school grounds may be subject to inspection by authorized school personnel.
- I will inform a Student Life counselor every time that I will use the car off campus after school. I must arrive back to school at the time designated by the staff as requested.
- No one can borrow my car, nor can I borrow another student's car, even though my parents or their parents have signed permission for it.
- No student under 18 years of age can ride in my car at any time.
- I will notify a High School Supervising Counselor, the High School Supervisor of Student Life Program, a High school Principal, High School Advisor or the High School Office Secretary immediately upon any time the information on car insurance, driver license, type of car, and license plate number has been changed.
- I will maintain excellent attendance. If attendance/tardies become a concern, my vehicle privileges may be revoked at any time.

Driver's Consequences

Breaking any one of the above rules will lead to immediate consequences. Any of the following consequences will occur, depending upon the number of times and/or the severity of the incident:

- 1st offense: Loss of all car privileges for 1 week – car will be kept at home.
- 2nd offense: Loss of all car privileges for 1 month – car will be kept at home.
- 3rd offense: Loss of all car privileges for the remainder of the school year.

Personal Mobility Devices

Students may ride bicycles, skateboards, rollerblades, roller skates and Razor scooters or any wheeled device to school as long as they do so in a responsible manner. **To prevent theft, bicycles, skateboards, rollerblades, roller skates and Razor scooters must be locked to the racks in the designated bike, skateboard and Razor scooter rack area. ALL STUDENTS MUST PROVIDE THEIR OWN LOCKS.** Every precaution is made to ensure the safety of these items parked/locked up at CSD during the school day. However CSD cannot be held financially liable should a bicycle, skateboard, rollerblades, roller skates or Razor scooter be stolen or damaged. *Bicycles, Skateboards, Rollerblades, Roller skates and Razor scooters are never to be ridden inside the property of CSD or in the parking lot.* Bicycles must always be walked along the outer perimeter of the parking lot while on campus, and on the sidewalk, and across the crosswalks going to and from school.

The bicycle safety law requires that all persons under 18 years of age wear a helmet. **Students who do not wear a helmet run the risk of having their bicycles impounded until a parent can pick up the bicycles or provide the student with a helmet.**



BEHAVIOR GUIDELINES

Boys' Town Education Model / Positive Attitudes Will Succeed

The Boys' Town Education Model is an example of a success-oriented program of personalized social skills instruction. Boys' Town has demonstrated that schools

can significantly reduce discipline problems, while directly and humanely teaching vital life skills in a positive school climate. Boys Town is one of the few programs that can be integrated into the entire school day and across the curriculum, and can be applied by parents and guardians at home.

The staff at CSD implemented the Boys Town Educational Model under the name Positive Attitudes Will Succeed (PAWS) with both the Instructional and Student Life Programs. This program emphasizes relationship building, proactive classroom management practices, and social skills instruction to reduce behaviors that interfere with learning, and to empower students with self-management skills.

CSD believes children should be educated in a healthy, nurturing, and supportive environment where lifetime habits are encouraged and reinforced. The PAWS program contributes greatly to facilitating a positive learning environment where all students can obtain skills to reach their full potential.

The PAWS program includes a social skills curriculum as defined in the Well-Managed Classroom. There are 16 essential skills and many intermediate and advanced skills that encourage students to accept responsibility for their behavior while motivating them to make the best choices that they can.

Social Skills:

- Following Instructions
- Accepting Criticism or a Consequence
- Accepting "No" for an Answer
- Greeting Others
- Getting the Teacher's Attention
- Asking for Help
- Disagreeing Appropriately
- Listening

Please contact your Principal/Supervising Counselor for more information about the PAWS program.

Public Display of Affection

Regardless of age, caring for others and showing affection are important parts of life. However, overt public displays of affection between two people that may cause discomfort or embarrassment to others are better expressed in private.

Public displays of affection are not appropriate in a school setting. This includes before or afterschool programs, including Student, as well as off-campus activities or Athletic events. While there is nothing wrong with a simple show of affection such as a short hug, displays of affection such as kissing, caressing, petting, and prolonged physical contact in a school setting are not acceptable behavior. Violators are subject to disciplinary actions.



EDUCATION CODE 48908-DUTIES OF PUPILS

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.

Discipline Matrix Guidelines

A student may be disciplined, suspended or expelled for any of the acts listed below if the act occurs while on school grounds, while going to or coming from school, during the lunch period, or during, going to, coming from any school-sponsored activity at any school or on any school property. *(EC48900(s))*

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Habitual lack of preparation for class <i>CCR Title 5 300</i> Habitual Tardiness <i>CCR Title 5 300</i> ³ Cutting class/Truancy <i>CCR Title 5 303/ EC 48263, 48264.5</i> ⁴ Dress Code Policy <i>CCR Title 5 302/ EC 48900(k)</i> Pulling a False Fire Alarm; <i>EC 489000 (k)</i>	Not preparing to get ready for classwork.			
	Arriving late more than once to class, without an excused reason.			
	Failing to attend a class without an excused reason			
	Continuously failing to attend a class without an excused reason; being truant.			
	Failing to comply with Dress Code Policy. (See appendix section)			
			Initiating a warning of a fire or other catastrophe without cause, either over a phone or in person.	

³ Repeated tardy may result in a loss of privileges.

⁴ A student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. Repeated truancy may result in a loss of privileges.

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Academic Integrity (i.e., cheating/Plagiarism) <i>EC 48900(k)</i> ⁵	Cheating: fraud, deceit, or dishonesty in an academic assignment.			
	Plagiarism: the practice of taking someone else's work or ideas and passing them off as one's own.			
Detention <i>EC 48900(k)</i>		Failing to serve detention.		
Public Displays of Affection (PDA) <i>EC 48900(k)</i> ⁶	Disobeying affectionate behavior standards.			
			Persistently disobeying affectionate behavior standards.	
Dishonesty, forgery, lying to staff <i>EC 48900(k)</i>	Forging and/or altering (i.e., school correspondence, passes or absences re-admits); Falsifying to mislead student statement.			
Gambling <i>EC 48900(k)</i>			Participating in games of chance for the purpose of exchanging money or something of value.	

⁵ Take full credit for your own work, and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own. Represent your own work honestly and accurately. Present information collected, organized, or envisioned by someone else as your own (with or without the author's permission) or allowing someone else to present your work as his or her own. This may result in a loss of credit.

⁶ Being overly affectionate in school creates an environment that is not conducive to concentration and learning, therefore students should refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times.

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Leaving campus w/o Permission <i>EC 48900(k)</i>			Leaving without such authorization.	
Grade 12 Parking Violation <i>EC 48900(k)</i>		Violating parking regulations that are enforced by the school. (See appendix section on Student Parking.)		
Grade 12 Driving recklessly/ Dangerously <i>EC 48900(k)</i>		Violating vehicle codes/regulations that are posted and enforced by the CHP. (See appendix section on Student Parking.)		
Wheeled Sports <i>EC 48900(k)</i> ⁷	Riding of bicycles, skateboards, and/or roller skates/blades on campus during school hours.			
Disrespect <i>EC 48900(k)/</i> <i>EC 48900(i)</i> ⁸	Making inappropriate or offensive gestures, verbal or written comments, or symbols to others (i.e., verbal put-downs, cursing, talking back, talking mean).			
		Upbraiding, insulting, or abusing teachers or other school (obscene acts, <u>habitual</u> profanity or vulgarity, including racial, ethnic, sexual epithets).		

⁷ Helmets for Bicycles, Non-motorized Scooters, Skateboards or In-line skates - State law CVC Section 21212 requires that all persons under the age of 18 must wear a helmet when operating a bicycle, non-motorized scooter, skateboard or in-line skates. Due to this law, CSD students that ride bicycles or skateboards and store them on campus cannot do so unless they are accompanied by a helmet.

⁸ Depends on level of offense, CSD is required to exhaust these “other means of correction” before issuing suspensions.

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Defiance/Disruption <i>EC 48900(k)</i> <i>EC 48900.4</i> <i>EC 48910</i> ⁹	Engaging in minor behavior that distracts from the learning environment.			
	Repeatedly defying or refusing to follow directions of teachers/school personnel (i.e., leaving without permission).			
	Persistently/habitually engaging in minor behavior that distracts from the learning environment (i.e., horse playing in classrooms, throwing small objects).			
Gang Affiliation <i>EC 48900(k)</i> <i>EC48900.5</i> <i>EC 44014</i> <i>PC 186.26</i>			Engaging in gang affiliation (i.e., wearing, possessing, distributing, displaying or selling all means of items that evidence or reflect membership in or affiliation with any gang; engaging in any act, either written, verbal or nonverbal, including gestures or handshakes).	
Inappropriate use and/or display of technology, including electronic devices, etc. <i>EC 48901.5/48900(k)</i> ¹⁰			Failing to comply with technology/electronic device policy after student has been notified.	
			Persistently using or displaying a personal electronic device, in defiance of school rules.	
			Possessing unauthorized articles (i.e. pornographic material).	

⁹ Depends on level of offense (e.g. the act of behaving inappropriately which impedes the learning environment, which inhibits the instructor’s ability to teach, or interfere with other students’ opportunity to learn). CSD is required to exhaust these “other means of correction” before issuing suspensions.

¹⁰ **1st Offense:** verbal warning
2nd Offense: confiscate device, phone returned at the end of the school day; lunch detention assigned
3rd Offense: confiscate device, two lunch detentions assigned/phone must be picked up by a parent.

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Tobacco/Nicotine Use/Possession <i>EC 48900(h)</i>		Using or possessing all forms of nicotine, including e-cigarette.		
Alcohol: Possession <i>EC 48900(c)</i> Under the Influence Sale <i>EC 48902(a)</i> <i>EC 48900(d);</i> <i>48915(c)</i>			Using or possessing alcohol. Being under the influence of alcohol.	Distributing/selling alcohol.
Controlled prescription drugs, OTC meds/ vitamins		Possessing, providing, selling controlled prescription drugs, OTC medications/vitamins.		
Drugs: Possession of controlled substance <i>EC 48900(c)</i> ¹¹ Under the influence Sale <i>EC 48902(a)</i> <i>EC 48900(d)</i> <i>48915(a)(c)</i>			Using or possessing controlled substances. Being under the influence of controlled substance.	Distributing/selling controlled substance.
Unlawful drug Paraphernalia <i>EC 48900(j)</i> ¹²			Possessing unlawful drug paraphernalia.	

¹¹ Controlled substances include: drugs, edible drugs and mood-altering chemicals, any alcohol or malt beverage, substances controlled by age, such as tobacco and tobacco products, any abused substance, any medication not approved and registered by a legal pharmacist, and any steroid.

¹² Under California Health & Safety Code 11364 HS, it is illegal to possess drug paraphernalia--which means any device used for unlawfully injecting or smoking a controlled substance (e.g. methamphetamine pipes and cocaine spoons).

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Prescription drug Soma <i>EC 48900(p)</i>			Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	
Knowingly received stolen property <i>EC 48900(l)</i>	Intentionally stealing/ taking property w/o owner's permission, and/or knowledge of the owner.			
Theft/attempted theft of the school property or private property <i>EC 48900(g)</i> ¹³		Persistently or habitually stealing/taking property w/o owner's permission and/or knowledge of the owner.		
Robbery and/ or Extortion <i>EC 48900(e)</i> <i>EC 48915(a)</i>			Stealing/taking property w/o owner's permission where the theft is especially based on <u>the listed factors</u> .	
			Robbery: taking property by the use of violence; Extortion: using threats to obtain money or property from others.	
Vandalism/destruction Of school property or private property <i>EC 48900(f)</i> <i>EC 48904</i> <i>PC 594.2</i>	Causing accidental damage.			
		Intentionally causing or attempting to cause damage to school/other's property.		
			Intentionally causing damage to school/other's property where the act is especially serious based on <u>the listed factors</u> .	
Possession: Imitation Firearm <i>EC 48900(m)</i>			Possessed an imitation firearm(means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm).	

¹³ The listed factors should be considered based on: 1) the monetary value of the property 2) whether the student knew the property was valuable or expensive to replace 3) whether the student acted in the heat of the moment, as opposed to intentionally planning ahead 4) the student's age 5) the student's purpose in taking the property 6) whether the property was returned or recovered 7) the reason the student destroyed the property

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
Sexual Activity <i>EC 48900(k)(i)</i>			Engaging in inappropriate behavioral of a sexual nature (i.e., indecent exposure, inappropriate texts of a sexual nature, sexual intercourse.	
Sexual Harassment Sexual Assault <i>EC 48900(n)</i> <i>EC 48915(c)</i> <i>PC 234.4, 261, 266c, 286, 288, 288a, 289</i>			Committing or attempting to commit a sexual assault or committing a sexual battery. Recommended expulsion.	
Grades 4-12 Sexual Harassment <i>EC 48900.2</i> ¹⁴			Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of asexual nature.	
Threats and Intimidation <i>EC 48900(o)</i>			Harassing, threatening or intimidating a student who is a witness in school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both or against a student who filed a complaint with school personnel.	
Hazing <i>EC 48900(q)</i>			Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.	

¹⁴ **Level 2:** Sexual harassment including: dirty language, propositions for sex, talking about sex, talking about genitals, sex taunting in view of others, commenting on someone’s sexual orientation, making out or necking, lip kissing, using dirty language, talking about the sex act, sexually suggestive dancing or massages, offensive name calling that is sexually suggestive, degrading, sexual stereotypes, lack of respect for sexual orientation, making sexual remarks about an individual’s clothing, wearing clothing with obscene or sexually explicit messages, playing music with explicit lyrics, unwanted sexual invitations or requests, touching of oneself, wedgies, and snapping

Level 3: Sexual harassment including: any unwanted touching or grabbing private parts of the body, “wedgies”, hitting private parts, bra-snapping, fondling, unwanted hugging, unwanted kissing, groping, fondling, petting, flashing, pantsing, mooning, lewd or provocative physical displays, displays of pornographic or sexually offensive materials, displays of sexual devices, skirt flip-ups, touching, placing hands inside other’s clothing, pressure for sexual favors, oral sex, indecent exposure, consensual sex between two minors, and consensual sex between two adults

Level 4: Sexual Harassment including: threatening forced sex, sodomy, forcible sexual abuse, attempted rape, rape

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses
<p>Bullying <i>EC48900(r)(1)</i> ¹⁵</p> <p>Types: Direct physical Contact such as hitting or shoving</p> <p>Verbal assaults such as teasing or name-calling</p> <p>Socially isolating or manipulating a student</p> <p>Writing/posting threats or harassment on the Internet or through cellular telephone text messages.</p> <p>Cyber Bullying <i>EC 48900(r)(2)</i></p>			<p>Severe or pervasive physical or verbal act or conduct, including communications made in writing and including one or more acts committed by a student(s) as defined in EC Section 48900.2, 48900.3, 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:</p> <ul style="list-style-type: none"> a) Placing a student (s) in fear or harm to their person or property. b) Causing a student to experience a substantially detrimental effect on his/her physical or mental health. c) Causing a student to experience substantial interference with his/ her academic performance. d) Causing a student to experience substantial interference with his/her ability to participate in or benefit from the services, activities or privileges provided by a school. 	
			<p>Intentional threats, intimidating or menacing, creating a hostile environment, bullying, etc. of students or staff. Threats made to school students or staff whether during school hours or not are investigated equally.</p> <p>(I) A message, text, sound, video, or image. (ii) A post on a social network Internet Web site, including, but not limited to: (i.e., posting to or creating a “Burn page” (write derogatory things or fabricated gossip).</p> <p>(II) Impersonating: deceive someone by pretending to be someone else.</p> <p>(III) Creating a false profile.</p>	

¹⁵ Bullying situations will be responded to on an individual, case-by-case basis. If an immediate consequence is needed, it will be based on severity.

Possible Consequences for confirmed bullying

1. Conference with student; Referral to counseling; Parent Notification; Suspension may be warranted based on severity.
2. Bullying Intervention Project, 1-3 Days On Campus Suspension; Student-Parent Responsibility Contract
3. Bullying Intervention Project; 3-5 Days Off Campus Suspension; Referral to Manifestation Determination
4. Police may be contacted, which is based on severity

Lowest level should be considered first, followed by progressively more intensive consequences.					
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses	
<p>Aided or Abetted to Inflict Physical Injury <i>EC 48900(t)</i></p> <p>Discrimination/ Hate Violence Grades 4-12 <i>EC 48900.3 16</i> <i>PC 11411, 422.6, 422.7, or 422.75</i></p> <p>Other Harassment Grades 4-12 <i>EC 48900.4</i></p> <p>Criminal threats <i>EC 48900.7</i> <i>PC 422</i></p> <p>Arson/Fire Setting <i>EC 48915 (a)</i> <i>EC 48900(b)(c)</i></p>		<p>Aiding or abetting infliction or attempted infliction of physical injury (cannot solely for this incident).</p>			
			<p>Use of force or threat of force to intimidate or injure a person or person's property because of that person's race/ethnicity, color, ancestry, religion, national origin, disability, gender, or sexual orientation.</p>		
			<p>Harassing, intimidating, or threatening a student or a group of students, or school personnel with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.</p>		
				<p>Making criminal threats against school officials and/or property, or both. (any statement, written or verbal, that is so unequivocal, unconditional, immediate, and specific as to convey to school staff to fear for his/her own safety).</p>	
				<p>Setting or attempting to set a fire or helping others to set a fire w/o intent to or possibility of endangering others.</p>	
				<p>Setting a fire or helping others to set a fire with the intent to endanger others or destroy property.</p>	

¹⁶ **Level 2: Discrimination based upon:** race, physical or mental characteristics, ethnicity, religion, culture, heritage/national origin, age, disability, gender, political affiliation, sexual orientation, or communication mode
Hate including: posting, destroying, taking down, or giving out hate-group books or flyers without authorization; using gang signs; making racist, sexist, or demeaning comments or jokes
Level 3: Discrimination: Level 2 – 2nd offense
Hate including: Level 2 - 2nd offense, hurting someone physically or emotionally, destroying property, threatening to hurt someone or destroy his or her property

Lowest level should be considered first, followed by progressively more intensive consequences.				
Education Code/Student Infraction	<i>Level 1</i> Classroom, Support/Well-managed classroom Responses	<i>Level 2</i> Classroom, Support and Removal Responses	<i>Level 3</i> Support, Removal and Administrative Responses	<i>Level 4</i> Administrative and Referral Responses

Use of physical force Upon another person
*EC 48900(a)(1)(a)*¹⁷
EC 48900(a)(2)
EC 48915(a)(1)(e)
EC 44014

	Engaging in shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (i.e., body check, intentionally bumping; but NOT horseplay)			
		Engaging in a fight/confrontation that is spontaneous, short, and/or result only in minor, cuts, scrapes, bruises; agitating provoking.		
			Causing serious injury or causing battery on student or school personnel considering <u>the listed factors</u> . Recommended expulsion.	
			Engaging in assault or battery on a school employee. Recommended expulsion.	
Possession of dangerous object of no reasonable Use to the student <i>EC 48900(b)</i> <i>EC 48915(a)</i>			Possessing dangerous object of no reasonable use including but not limited to: fire-crackers, razor blades, laser pen, novelty shock items, poppers, bomb bags, stink bombs, paint guns, projectiles, etc., or items of no reasonable use that do not pose an immediate and significant threat to others. Recommended expulsion.	
Brandishing a knife or explosive or possession of any firearm <i>EC 48900(b)</i> <i>EC 48915(c)</i>			Possessing, selling, or furnishing any firearm, knife, explosive, or a dangerous object having no reasonable use [EC 48900(b)] of which dangerous object is defined as an object that becomes dangerous of its use, intended use, or if perceived as others as being dangerous. Recommended expulsion.	

¹⁷ The listed factors should be considered based on: **1)** whether the student acted in the heat of the moment, as opposed to planning ahead **2)** whether the student was verbally provoked **3)** where the student acted in self-defense **4)** whether the student was intervening in the fight **5)** the student’s age **6)** whether fighting is persistent or habitual **7)** whether serious bodily injury involving a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))



LEVELS OF DISCIPLINARY ACTION RESPONSES

Level One: Examples of Classroom, Support and Well-Managed Classroom Responses

Well-managed classrooms are where students are respectful and can maintain a positive, safe and motivational learning environment, including these responses that should be used accordingly:

- build the structure and strategies needed to reduce disruptive behavior
- teachers/staff are encouraged to use a variety of classroom management techniques (e.g. continuum of correction)
- teachers/staff may engage the student's support system to ensure successful learning and consistency of responses
- alter/change the conditions that contribute to the student's inappropriate behavior
- When appropriate, these responses aim to correct behavior by stressing the need of severity and acknowledging potential implications for future harm, while still keeping the student in school.

Interventions

- Well-Managed Classroom techniques (e.g. continuum of correction: proactive teaching)
- Parent/guardian Engagement (e.g. contact parent via telephone, email, or text)
- Conflict resolution
- Check in with student support staff if repeated.*
- Restitution

Level Two: Examples of Classroom, Support and Removal Responses

These responses are designed to teach appropriate behavior utilizing social skills, so students are respectful and can maintain a positive, safe and motivational learning environment.

- teachers/staff are encouraged to use a variety of classroom management techniques (e.g. continuum of correction; corrective strategies teaching).
- these responses engage to the student's support system
- alter/change the conditions that contribute to the student's inappropriate behavior.
- These responses aim to correct behavior by stressing the need of severity and acknowledging potential implications for future harm, while keeping the student in school.
- These responses should be used accordingly.
- Consequences should be gradual, natural and/or logical, progressing from less severe to more severe.
- Consequences also should maintain the dignity of the student.

Interventions

- Well-Managed Classroom techniques (e.g. continuum of correction: corrective teaching)
- Parent/Guardian Engagement (e.g. contact parent via telephone, email, or text)
- Conflict resolution
- Referral to IDT
- Parent/guardian and student conference
- Loss of privileges/removal from extracurricular activities
- Check in with student support staff
- Restitution
- Community Service
- Temporary removal from class
- Other Means of Correction

Level Three: Examples of Support, Removal and Administrative Responses

These responses engage the student's support system to maintain a positive, safe and motivational learning environment, which may involve office referral.

- Conditions are to be altered by the student's inappropriate/disruptive behavior.
- These responses aim to correct behavior by stressing the need of severity and acknowledging potential implications for future harm, while keeping the student in school.
- When necessary, these responses may involve a short-term removal of a student from the classroom or the school environment.
- These responses ensure that safety of the school community is present.
- When a student serves off-campus suspension, being on school property while on suspension is prohibited.
- These responses should be used accordingly.
- Consequences should be gradual, natural and/or logical, progressing from less severe to more severe.
- Consequences also should maintain the dignity of the student.

Interventions

- | | |
|--|---|
| • Parent/guardian Engagement (contact, (e.g. parent via telephone, email, or text) | • Restitution |
| • Referral to IDT (make recommendations) | • Detention |
| • Parent/guardian/student/administrator conference | • Community Service |
| • Loss of privileges/removal from extracurricular activities | • Temporary removal from class |
| • Check in with student support staff | • Other Means of Correction |
| | • Suspension up to 5 days |
| | • Notification to Law Enforcement |
| | • Functional Behavioral Assessment/Behavioral Intervention Plan |

Level Four: Examples of Administrative and Referral Responses

These responses remove a student from the school environment for an extended period of time due to the severity of the behavior and potential implications for future harm, which may involve office referral.

- Student removed from the school environment may involve the placement of a student's educational setting.
- These responses ensure that safety of the school community is present.
- When a student serves off-campus suspension, being on school property while on suspension is prohibited.

Interventions

- Referral to appropriate services
- Notification to Law Enforcement
- Possibility of IAES



TERMS OF DISCIPLINARY RESPONSES

Behavioral Contract	Spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out an intervention plan, making it a useful planning document.
Behavioral Intervention Plan	Can be used as a “proactive action plan to address behavior(s) that are impeding learning of the student or others.” Functional Behavioral Assessment is mandated to implement BIP.
Check-in with Staff	Prompt a student to have an informal check-in with a student support teacher, school counselor who has a working relationship with the student.
Well-managed Classroom Techniques	Boys Town Model emphasizes behavior management practices relationship-building techniques, and social skills instruction in which staffs are trained and in compliance with.
Community Service	Per Education Code 48900.6: Disciplinary Action/Community Service, the principal may require a pupil to perform community service on school grounds during non-school hours and “on-campus suspension”.
Conflict Resolution	It is the process by which two or more parties engaged in a disagreement, dispute, or debate reach an agreement in resolving it.
Detention	A student is required to report to a designated classroom before school, after school, or lunch for a set period of time.
Functional Behavioral Assessment	FBA is to design function-based interventions that correct and promote educational and/or social/emotional success by gathering information about a student’s inappropriate/disruptive behavior.
Expulsions	Formal process used to determine a removal of a student from CSD due to education code violation in which is listed in Cal Ed 48900 for a term no longer than one school calendar. For most acts a decision to expel shall be based on a finding of one or both of the following (<i>Cal.Ed.Code 48915(b)</i>): <ul style="list-style-type: none">• Other means of correction are not feasible.• Due to the nature of the act the presence of the student causes a continuing danger to the physical safety of the student or others.
Interdisciplinary Team (IDT)	A teaming process to ensure those students’ educational concerns/needs/responses are identified and addressed. Referrals will be determined based on frequency, duration, and intensity.
Interim Alternative Educational Setting (IAES)	IAES is a term for an educational setting and program other than the student’s current placement that enables the student to continue to receive educational services according to his or her Individualized Education Program. The setting is designed to allow the student to continue progress in the regular curriculum to meet the foals set out by the IEP and to allow students to receive services and modifications designed to help students address problem behavior. <ul style="list-style-type: none">• District personnel may remove a student to an interim alternative educational setting (“IAES”) for not more than 45 school days if a student:

- Carries a weapon to or possesses a weapon at school on school premises or to or at a school function under our jurisdiction;
- Knowingly possess or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under our jurisdiction; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under our jurisdiction. (See Discipline for definition of serious bodily injury.)

Notification to Law Enforcement

Staff reserved to contact law enforcement for any possible education code violations per Cal Ed Code 48902.

Limitations on Suspensions

Used only when OTHER MEANS OF CORRECTION have failed to bring about proper conduct. A student can be suspended for a first offense of Section 48900 (a)-(e) only if the student’s presence causes a danger to persons Cal.Ed.Code 48900.5

Other Means of Correction

Provide support with proper conduct. Examples of Other Means of Correction include, but are not limited to:

- Behavioral Contract
- Verbal/written warning
- Informal Documentation
- Teacher Determined Consequences
- Teacher Directed Detention
- A conference between parent/guardian/student/teacher conference
- Referrals to: school counselor, educational assessment, and/ or social worker
- Student Assistance Programs: Drug Education, Sexual Behavior, Mandatory Education related to offenses
- Monitoring
- Parent shadowing
- Restorative Circle
- Cool down/Time Out
- Educational Projects
- Reflective Tasks
- Skill-Building Course
- Community Service
- Confiscation of the property
- Positive Behavior Support

Panel Review

Panel review the sexual harassment and bullying complaints.

Parent/Guardian Engagement

Inform parents/guardians of their children’s behavior and work with them to see their assistance in correcting inappropriate or disruptive behavior.

Parent/Guardian and Student/Teacher Conference

Communicate to students, parents, guardians, teachers, school staff, and/ or principal and involve all parties in discussion about the student’s behavior and/or potential solution that address social, academic, and personal issues related to the behavior.

Peer Mentoring

A Peer Mentor is another student who can serve as a resource, a helping hand, a sounding board, and a referral service. The role of peer mentors is to provide support, encouragement, and information to students. New students who need help in navigating classes, meeting new peers and/or teachers, and current students may be confronted with an academic or personal problem which will lead them to seek out advice first from a Peer Mentor and then with encouragement, that student will contact others such as school staff /teachers, school counselors to get the support they need.

Removal from Extracurricular Activities/ Loss of Privileges

Student's privileges, including student organization privileges may be removed due to misconducts. This may include extracurricular school activities on or off campus before, during, or after school, including sports and organizations, or privileges in school events or activities, such as attending a non-educational field trip, school dance. Additionally, all officers must meet and maintain academic eligibility standards and a 2.0 cumulative GPA, as well as the attendance and behavior standards set by the school administration. The officers must abstain from the use of Alcohol, Tobacco, and other Intoxicating Drugs.

Restitution

The fees charged to students for the damage caused.

Suspension

Temporary removal of a student for no more than 5 consecutive days:

- On Campus Suspension (OCS) with Instructional Support
- On Campus Suspension without Instructional Support
- Off Campus Suspension with Instructional Support
- Off Campus Suspension without Instructional Support

Temporary Removal from Class

Removal from one class period.



UNIFORM COMPLAINT PROCEDURES: TITLE IX

Pursuant to:

CA Education Codes 200, 220, 221.5, 260 35186, 48985

CA Govt Code 111.35: Penal Code 422.55

CA Code of Regulations Title V 4900, 4902, 4960

Abuse/Discrimination/Harassment

Title IX of the Education Amendments of 1972 bans sex discrimination in schools whether in academics or athletics. Title IX states that the Supreme Court has confirmed that all schools have an obligation under Title IX to prevent and address harassment against students, whether perpetrated by peers or by employees of the school system. Sexual harassment in education includes any unwanted and unwelcomed sexual behavior that significantly interferes with a student's access to educational opportunities.

At CSD, abuse, harassment, or discrimination of any kind is forbidden, and is against both state and federal laws. This includes all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent. School personnel are required to take immediate steps to intervene when it is safe to do so when (s)he witnesses an act of discrimination, harassment, intimidation or bullying. Types of harassment or discrimination that are not allowed include, but are not limited to:

age, communication mode, culture, disability, ethnicity, gender, heritage, linguistic and language differences, marital or familial status, national origin, physical or mental characteristics, political affiliation, race, religion, sexual orientation, or socioeconomic status.

The preamble to Title IX of the Education Amendments of 1972 states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX Complaint Report Form

The [Title IX Complaint Report form](#) (PDF) can be found on the CSD Website under "About > Title IX".

Title IX Coordinators

Title IX coordinator is available to students/staff, oversees compliance efforts and investigates any complaints of discrimination, harassment, intimidation or bullying.

California School for the Deaf, Riverside

Laura Edwards
PE/Athletics Supervisor
3044 Horace St.
Riverside, CA 92506
951-824-8013 (VRS/VP/Español)
951-782-4910 Fax
ledwards@csdr-cde.ca.gov

California Department of Education

Sharon Felix-Rochon, Director
Civil Rights, Title IX, ADA/504, MOA Coordinator
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
916-445-9174 Telephone
916-324-9818 Facsimile
oeoinfo@cde.ca.gov