

2023 2024

HANDBOOK
FOR
STUDENTS
PARENTS
GUARDIANS
CAREGIVERS





VISION

All students graduate college and career ready, prepared to be responsible global citizens and ambitious future leaders.

MISSION

We design and orchestrate rigorous and relevant learning experiences to inspire and empower all students.

INSTRUCTIONAL FOCUS

All students will demonstrate their thinking, both verbally and in writing, to show understanding of their learning.

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Donald Bendz, Director of Communications



Oceanside Unified School District

2111 Mission Avenue
Oceanside, CA 92058
Phone: 760-966-4000
Student Services: (760) 966-7802
Fax: 760-439-8095
www.osite.us

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OCEANSIDE UNIFIED SCHOOL DISTRICT

2023-2024 School Calendar

School Month	M	T	W	T	F	Student Days	Teacher Days	Key Dates	Explanations
July	3 10 17 24 31	4* 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28			July 4	Independence Day Celebrated
August	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	13-13	17-17	August 8 August 9 August 9-14 August 15 August 15-18	New Teachers Report Returning Teachers Report Teacher In-Service Days SCHOOL BEGINS Minimum School Days
September	4* 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20-33	20-37	September 4	Labor Day
October	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	22-55	22-59		Elem. Conference Week October 13-20
November	6 13 20 27	7 14 21 28	1 8 22* 29	2 9 23* 30	3 10* 17 24*	16-71	16-75	November 10 November 20-24 November 22 November 23-24	Veterans Day Observed Thanksgiving Week Admission Day Observed Thanksgiving Day & Day After
December	4 11 18 25*	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22* 29*	14-85	14-89	December 20 Dec.21 - Jan. 5 December 22 December 25 December 29	First Semester Ends (85 days) Winter Recess Christmas Eve Day Observed Christmas Day Observed New Year's Eve Day Observed
January	1* 8 15* 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	16-101	16-105	January 1 January 8 January 15 January 29	New Year's Day Observed Second Semester Begins Martin Luther King Jr. Day Observed Non School Day
February	5 12 19* 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23*	16-117	16-121	February 19 February 23 February 19 - 23	Washington's Birthday Observed Lincoln Birthday Observed President's Week
March	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	20-137	20-141	March 11	Non School Day
April	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12* 19 26	17-154	17-158	April 8-12 April 12	Spring Break Classified Holiday
May	6 13 20 27*	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	22-176	22-180	May 27	Memorial Day Observed
June	3 10 17 24	4 11 18 25	5 12 19* 26	6 13 20 27	7 14 21 28	4-180	5-185	June 6 June 6 June 7 June 19	Second Semester Ends (95 days) SCHOOL ENDS Teacher In-Service Day Juneteenth Observed

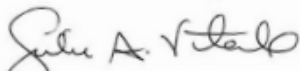
Dear Parents, Guardians and Caregivers,

At Oceanside Unified School District (OUSD), we are dedicated to fostering safe, equitable, and inclusive learning environments. Constantly striving to enhance our instructional methods, we aim to deliver high-quality education in fresh and captivating ways. Our enduring vision remains the same: to ensure all students graduate ready for college and careers, equipped to become responsible global citizens and ambitious future leaders. To achieve this, our committed and skilled team will leverage new tools and technology, offering immersive learning experiences, relevant curriculum, student devices, and diverse educational opportunities.

OUSD and the wider Oceanside community house remarkable individuals deeply invested in the success of our educational program. With your unwavering support, remarkable transformations are taking place in every school. Our teachers, principals, administration, and staff eagerly embrace each day's challenges, catering to the needs of our students and families. We actively cultivate vital community partnerships, provide social and emotional support, and foster inclusive learning environments through our dedication to cultural proficiency.

Our pledge to you and the community is that your local school will instill pride and deliver an exceptional, top-tier education. To honor this commitment, the options we offer our students, families, and community this year will mirror the diversity that we proudly serve. To stay updated on communication from the district, as well as the incredible things happening around our schools, be sure to follow us on social media @OsideUSD on Twitter, Facebook, Instagram, YouTube and TikTok.

On behalf of the OUSD Board of Education, I wish you and your family a safe, healthy and successful 2023-24 school year.



Julie A. Vitale, Ph.D.
Superintendent of Schools
Oceanside Unified School District

Board of Education

Eleanor Evans

Nancy Licona

Stacy Begin, Ed.D.

Raquel Alvarez

Mike Blessing

Phone (760) 966-4000 | 2111 Mission Avenue Oceanside, CA 92058-2326 | www.oside.us

RIGHTS AND RESPONSIBILITIES

PARENTS, GUARDIANS, AND CAREGIVERS

As a parent/guardian/caregiver, you have a right to:

A SAFE & INCLUSIVE ENVIRONMENT that is non threatening and allows your children to be successful;
INFORMATION about your child's achievement, behavior in school, and attendance;
INFORMATION about all school rules, regulations, and expectations.

Every member of the school community shares the responsibility for maintaining a safe, inclusive, and productive environment at your child's school. You, as a parent or guardian of a child in OUSD, share this responsibility when you partner with the school and the Board of Education to maintain standards of behavior for all students. Please review the district's school site information and this booklet with your family. Parents, guardians, and other caring adults have great **influence** on the study habits of their children. We need your help to get your student(s) to school **on time every day**. Punctuality and good attendance are family responsibilities and children rely on their parents/guardians to make certain they arrive at school on time and ready to learn. Please also keep track of your child's academic achievement, as studies show children learn more when somebody monitors their progress.

THE STUDENTS

As a student, you have a right to:

A SAFE & INCLUSIVE LEARNING ENVIRONMENT

Both the U.S. Constitution and California state law protect this right: "All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful."¹ If you feel your school is not providing a safe environment, please discuss this with your teacher or principal.

Every student shares the responsibility for maintaining a safe, inclusive, and productive environment at school. You make an important contribution to your school when you:

RESPECT the teachers, administration, fellow students, and all school staff members.

FOLLOW the standards of conduct for your school and the Oceanside Unified School District.

BE PRESENT at school, every day, on time and prepared to work with necessary materials.

COMPLETE work on time.

OWN your progress and collaborate with the adults who support you.

INFORM an adult of any situation that would pose a danger to yourself or others.

THE SCHOOL

As representatives of the school and district, teachers and staff will:

COMMUNICATE & COLLABORATE regularly with students and their families about their child's academic progress and behavior.

INVOLVE students in an ongoing process of self-evaluation.

UPHOLD district policies and school rules fairly and consistently.

REPORT unexcused absences to parents.

As representatives of the school and district, administrators will:

ESTABLISH AND APPLY school rules to ensure a safe educational environment.

PROVIDE support to teachers as they carry out their discipline responsibilities.

COMMUNICATE school rules and consequences to students, families, and staff.

SUPPORT students by involving them in activities that increase their confidence in accepting academic responsibilities.



STANDARDS

ATTENDANCE

Students are expected to attend school every day on time. School district policy and state law require daily school attendance for those between the ages of 6 and 18. We monitor attendance closely because research has shown that regular attendance is vital for the success of children in school. California law states that absences are excused only if the child is ill or there is an excuse which meets the requirements of the California *Education Code* Section 48205. Even excused absences that cause your child to miss significant amounts of school can cause your child to fall behind in class.

Education Code Section 48260 defines a truant as a pupil who has missed more than 30 minutes on three days without a valid excuse in one school year. Our goal is to have all children present in school every day and on time. Please be aware that going “out of town” when school is in session with your child is an unexcused absence.

To report an absence from school:


- The parent/guardian should call the school office or school attendance line every day the student is absent, or;
- The parent/guardian should provide a written note explaining the valid reason for the absence(s), or;
- The parent/guardian should provide a written note from a physician explaining the valid reason for the absence(s).

Students who are experiencing chronic absenteeism will be provided with progressive interventions to support improved school attendance.

Attendance

in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?




Attendance Works
www.attendanceworks.org

Who is affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids


In kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10 low-income kids miss too much school. They're also more likely to suffer academically.¹

2.5 in 10 homeless kids are chronically absent.²

4 in 10 transient kids miss too much school when families move.²

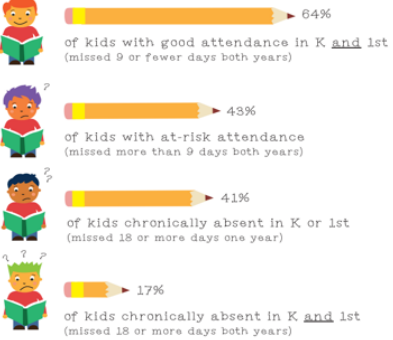


Why it matters

If children don't 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.


Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.³

Who Can Read on Grade Level After 3rd Grade?³




Attendance Group	Percentage of Kids
Good attendance in K and 1st (missed 9 or fewer days both years)	64%
At-risk attendance (missed more than 9 days both years)	43%
Chronically absent in K or 1st (missed 18 or more days one year)	41%
Chronically absent in K and 1st (missed 18 or more days both years)	17%


What families can do




Find out what day school starts and make sure your child has the required shots.




Build regular routines for bed time and the morning.




Talk about the importance of regular attendance and about how your child feels about school.




Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.



Avoid medical appointments and extended trips when school is in session.



Keep a chart recording your child's attendance at home. At the end of the week, talk with your child about what you see.



Develop back up plans for getting to school if something comes up. Ask a family member, neighbor or another parent for help.

Seek support from school staff or community groups to help with transportation, health problems, or no safe path to school.

¹ Chetty, Nedy, Rowen, Marianne, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty, NY: NY, September 2008.

² Chronic Absence in Utah, Utah Education Policy Center at the University of Utah, 2015.

³ Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research, May 2011.

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ACHIEVEMENT

Students are expected to achieve academically. Students should be encouraged to maintain grades that are “C” or better in grades 6-12 and a 3 or better in TK-5 (Grading policy [AR 5121](#)) . We recognize that students struggle at times and we encourage students to take advantage of any and all tutoring, credit recovery or teacher provided support in order to remain on track to graduate. If at any time a student desires to accelerate, encourage the scholar to meet with their counselor to see how they engage in accelerated courses which may be offered.

RESPONSIBILITY

Students are expected to be active participants in their education. This means engaging in activities that will keep you both academically and mentally healthy. Engaging in academic clubs, sports, tutorial offerings and social emotional support structures that are being offered on campus. Taking responsible actions is what will make a difference in one’s success.

HABITS OF SUCCESSFUL STUDENTS

1. Be organized
2. Set a schedule
3. Find a consistent study space
4. Focus on one thing at a time
5. Give yourself breaks
6. Get plenty of sleep
7. Make time to exercise or move your body
8. Take notes in class
9. Review what you have learned
10. Ask questions and ask for help when you need it



GRADUATION REQUIREMENTS

SUBJECT	REQUIREMENTS
A- Social Science (30 Credits)	Students must complete 220 units of credit with a grade of D or higher in specific content areas and minimum amounts in order to receive a high school diploma. However students must receive a grade of a C or higher in all core content areas to meet UC/Cal State University entrance requirements. For more information visit: https://www.oside.us/Page/186
B - English (40 Credits)	
C- Math (30 Credits)	
D - Science (20 Credits)	
E - World Language (20 Credits)	
F- Visual and Performing Arts or Career Technical Educations (50 Credits)	
G- Electives (50 Credits)	
Physical Education (20 Credits)	



DRESS CODE/UNIFORM POLICY (California Code of Regulations, §302 of Chapter 2)

1. Students and parents/guardians will be informed of the dress code at the beginning of each school year, and students who violate the standards will be subject to appropriate disciplinary action.
2. Principals/designees are responsible for enforcing the following standards of dress and for establishing additional local school regulations as they become necessary and appropriate.
3. Mandatory Student Uniforms: Contact schools for the items and colors that may comply. Any clothing item which has writing upon it that is offensive to the rights of any person for any of the reasons listed above may not be worn on campus, at any school sponsored event or activity, or while going to or coming from school.

NOTE: School administrators reserve the right to make an informed judgment on the appropriateness of student attire and may prohibit specific colors and/or insignias, when behavior from students warrants the need to do so.

Students must wear:

- Bottoms
- Tops
- Shoes
- Clothing that covers all private areas

Students may wear:

- Hats, scarves, and/or headwear associated with religion or culture
- Hoodie sweatshirts (hoods not allowed to cover the head)
- Fitted pants, including leggings, yoga pants, and “skinny jeans”
- Sweatpants, shorts, skirts, dresses, pants
- Ripped jeans, as long as underwear is not exposed
- Clothing must cover undergarments
- Athletic attire
- Clothing with commercial/athletic logos provided they do not violate the guidelines in the "Cannot Wear" section

Students cannot wear:

- Violent language or images depicting, firearms, knives, or other weapons
- Images or language depicting drugs, alcohol, or tobacco products (or any illegal item or activity)
- Hate speech, profanity, pornography
- Clothing identified as being gang affiliated by Oceanside Police and/or the Student Services Department
- Images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design – visible waistbands or straps on undergarments worn under other clothing are not a violation
- Hoods covering the head
- Facial coverings or masks may be worn optionally for virus prevention

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SCHOOL BUS AND PASSENGER SAFETY RULES

The Oceanside Unified School District provides home-to-school bus transportation for some students with disabilities in accordance with the provisions of the California Education Code. In order to provide this service with maximum safety for these pupils and to ensure their bus riding privileges, the following standards for bus conduct are established. Failure to meet these standards may result in loss of bus transportation privileges.

Students will:

- Follow the directions of the bus driver.
- Obey all district and school rules while riding the bus.
- Conduct themselves in an orderly manner while waiting for and returning home from the bus stop.
- Respect the property at and around bus stops/loading zones.
- Ride only their assigned buses. (Students will not be permitted to ride any other bus to a friend's house, music lessons, scout meetings, etc.)
- Remain seated while the bus is in motion.
- Provide their identification or bus pass upon the request of the driver or other district employee.
- Refrain from eating or drinking beverages on the bus. (Glass containers are prohibited by law.)
- Not bring dangerous objects or weapons on the bus.
- Not bring animals (except as allowed by law, animals are prohibited) on the bus.
- Arrive at the bus stop a few minutes prior to the assigned departure time.

Drivers will:

- Be in charge of the students and act to guard their safety.
- Expect and give respect.
- Be in charge of the order for entering and exiting the bus.
- Direct the flow of students as they enter and leave the bus.

Drivers may:

- Make seat assignments.
- Adjust windows on the bus for appropriate air circulation.

Parents will:

- Review these School Bus and Passenger Safety Rules with their students.
- Cooperate with the driver if a situation arises where the student is disciplined for inappropriate behavior on the bus.
- Cooperate with school administration in resolving bus-related issues.

Disciplinary steps resulting from failure to follow the School Bus and Passenger Safety Rules:

1. Warning - Filing of a School Bus Incident Form by the driver. Phone call to the parent by the driver.
2. Suspension from bus transportation - 1-5 days. Filing of a School Bus Incident form by the driver. Phone call to the parent by the driver. Meeting with a school administrator.
3. Suspension from bus transportation - 3-10 days. Filing of a School Bus Incident form by the driver. Phone call to the parent by the driver. Meeting with the school administrator. The student is placed on contract.
4. Suspension from bus transportation for the remainder of the semester or school year.

The School Bus Incident form will have a description of the incident, time, place, driver, school, and any other pertinent information related to the incident. Distribution of the School Bus Incident form after the administrator's comments will be as follows: parent, Transportation Department, school, and driver. Failure to comply with school bus regulations (creating an unsafe environment for others) will result in disciplinary actions. Drivers may immediately suspend students up to 3 days from the bus for serious violations. Riding privileges may be suspended or denied in accordance with Section 1089 of the California Administrative Code.

Follow Us On Social Media @OsideUSD



(English/Spanish)

BULLYING, HARASSMENT OR DISCRIMINATION

Student Guide to Understanding and Avoiding Harassment or Discrimination

Oceanside Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religious beliefs or customs, sexual orientation, parental, pregnancy, family or marital status, military status or association with a person or a group with one or more of these actual or perceived characteristics.

We believe every student has the right to learn; everyone is equal and deserves respect...

- without being called names, and
- without being threatened because of gender (male/female), religion, or race.

Minimum action to be taken: Restorative Practices

A student will

- Own and recognize their behavior while maintaining their dignity
- Make amends with those they have harmed directly and indirectly
- Successfully reintegrate back into their classrooms and school.

Forms of sexual harassment include, but are not limited to, the following:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual or gender-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Unwelcome graphic verbal comments about an individual's body or overly personal conversation.
4. Unwelcome questions or commentary about a person's sexual activity.
5. Unwelcome sexually suggestive sounds or gestures, such as sucking noises, winking, or throwing kisses.
6. Unwelcome sexual or gender-based jokes, stories, innuendoes, drawings, or pictures.
7. Unwelcome spreading of sexual rumors.
8. Unwelcome touching, patting, pinching, stroking, squeezing, tickling, or brushing against a person.
9. Cornering or blocking of normal movements, stalking.
10. Rating a person's sexuality or attractiveness, as on a scale of one to ten.
11. Displaying sexually suggestive objects in the educational or work environment.
12. Name calling or denigrating an individual because of gender.
13. Insulting or belittling a person because of his/her actual or perceived sexual orientation.
14. Sexist or stereotyped comments.

Actions to be taken if you experience discrimination, harassment, or bullying:

- Immediately tell someone you trust: a caregiver, friend, teacher, counselor, principal, or any other employee.
- Write everything down or have someone help you write down the details as you understand them as soon as possible after the incident. This will help you remember important facts later, and it will help those who may be assigned to investigate the incident.
- All complaints that you make to your school or the Oceanside Unified School District are confidential and will be reviewed and investigated by school and district staff.
- Harassment complaints can sometimes be settled at the school and sometimes will be directed to the Student Services office. An investigator will be assigned and will talk to people who can help sort out the facts. The investigator will determine whether harassment has occurred, prepare a report about the situation, and suggest a solution or remedy.
- If things are not settled, you have the right to discuss your concern with the district superintendent. If not resolved there, you may go to the school board, child protective services, and/or law enforcement agencies.
- All complaints will be monitored by the district for statistical information.

DEFINITIONS

Bullying

Severe or pervasive physical or verbal act, including electronic act, towards an individual that causes fear, affects physical or mental health, interferes with academic performance, and/or the ability to participate in school.

Discrimination

Negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion, or gender.

Harassment

Unwanted and unwelcome behavior from other students or staff members that interferes with another individual's life.

Racism/Racial Slurs

Prejudice, discrimination, or antagonism directed against someone/group of a different race, based on the belief that one's own race is superior. Any student who engages in racism/racial slurs of anyone/group while under the jurisdiction of the Oceanside Unified School District may be subject to disciplinary action, up to and including suspension or expulsion.

Sexual Harassment

Consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

POLICIES OF THE BOARD OF EDUCATION

Students: Bullying

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Discipline

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

Students: Sexual Harassment

The Board of Education prohibits sexual harassment of or by any student.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

{5144.1 - Suspension and Expulsion/Due Process}
{4019.11 - Sexual Harassment—Personnel}

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator.

Any student who feels that they are being sexually harassed should immediately contact the principal/designee or a district administrator in order to lodge a complaint. The administrator or designee, of the same gender as the victim, should investigate the complaint to determine that sexual harassment has occurred. If the complaint is verified, appropriate discipline shall be administered.

{5144.1 - Suspension and Expulsion/Due Process}
{4019.11 - Sexual Harassment—Personnel}

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

For additional information or the complete district policy governing sexual harassment or racial discrimination, contact:

Student Services at 760-966-7802

UNIFORM COMPLAINT PROCEDURE

OUSD has a Uniform Complaint Procedure, Board Policy 1312.3, which is available at all school sites. The Oceanside Unified School District has a nondiscriminatory practice in all district programs and activities.

In the event you have a complaint regarding gender equity in the Oceanside Unified School District, contact the Title IX Coordinators:

- Jordy Sparks, Ed.L.D., Executive Director of Diversity, Equity and Inclusion and Student Supports - jordy.sparks@oside.us - 760-966-7826
- Beth Rabel Blackman, Ed.D., Director of Human Resources, Certificated elizabeth.blackman@oside.us 760-966-4001

BP 5030 STUDENT WELLNESS

The Oceanside Unified School District Board of Education recognizes the link between student health and learning and desires to provide a school environment that promotes healthy eating and physical activity for district students. An updated Board of Education approved Wellness Policy was implemented on August 10, 2021.

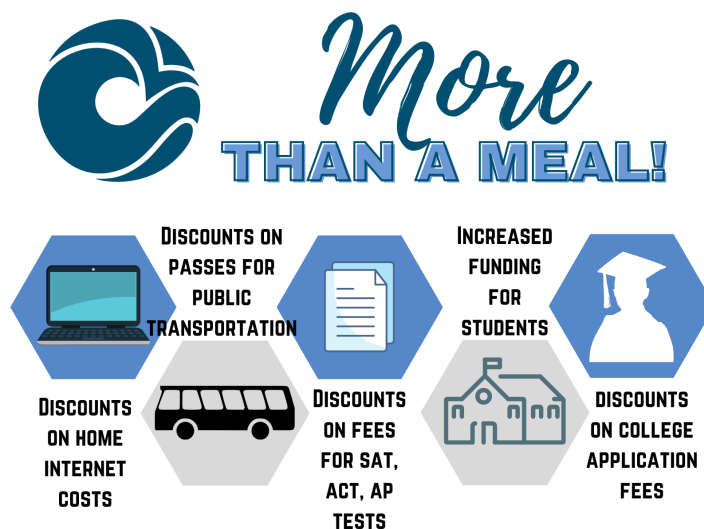
Nutritional guidelines for all foods and beverages available on our campuses during the school day were adopted by the Board with the objective of promoting student health and reducing student obesity. Nutritional standards for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, will meet or exceed state and federal nutritional standards.

School staff, parents, and parent organizations are encouraged to visit the OUSD website for Nutrition Services or contact their school cafeteria lead for healthy alternatives for classroom celebrations. **Sodas, candy, and other foods of minimal nutritional value, whether for sale or given as a reward for students' performance, accomplishments, good behavior, or classroom parties are no longer allowed.**

Copies of the Oceanside Unified School District's Wellness Policy and nutritional information are available on the district website, www.oside.us, under [Nutrition Services](#).

Free/Reduced Priced Meal Program

Speaking of meals...did you know? Your request could have a huge impact! The free meals program helps in many ways! Some benefits apply even if you do not qualify for free meals



STUDENT CONDUCT: BEST POLICIES, PRACTICES, AND PROCEDURES

SOCIAL AND EMOTIONAL LEARNING

In the Oceanside Unified School District, we believe that all students should have the right to learn and thrive in a safe, inclusive, and supportive learning environment. We believe that in order for students to achieve and excel academically, socially, and emotionally, the conditions must be created and maintained to do so. We look to the Collaborative for Academic and Social and Emotional Learning (CASEL) and the five Social Emotional Learning Competencies to guide our approach. CASEL defines SEL as "...the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2017).

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

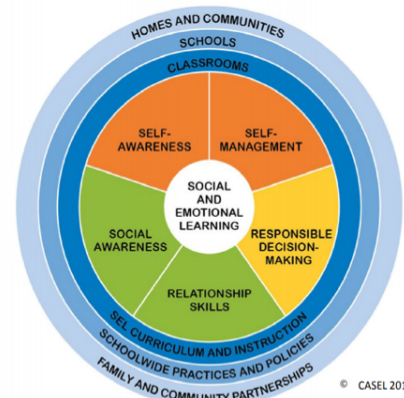
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK



For more on SEL, watch this [video clip](#).

RESTORATIVE PRACTICES

OUSD recognizes that exclusionary discipline practices, including detention, suspension and expulsion, do little to positively affect student behavior nor do they assist the student in taking accountability for their actions. In an effort to promote a positive disciplinary approach, the district has adopted and implemented Restorative Discipline Practices. In addition to recognizing and affirming the dignity and worth of every student, the fundamental premise of Restorative Practices is to assist students in:

- Owning and recognizing their behavior while maintaining the dignity of the student(s)
- Making amends with those they have harmed directly and indirectly
- Successfully reintegrating back into their classrooms and schools

The staff uses the opportunity to instruct, teach, and demonstrate alternative and positive behavior.

Whenever possible, students who display inappropriate behavior, or those that violate education code must be offered an alternative to (at home) suspension. Except for single acts which necessitate a mandatory recommendation for expulsion (see below) ***a student may be suspended only when there has been a determination that other means of correction have failed to bring about proper conduct or that the student's presence causes a danger to persons.*** A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed a prohibited act as defined in Education Codes §48900, §48900.2, §48900.3, §48900.4 or §48900.7. The exceptions to these postings are §48900 (F-R) and §48900.5 which require that other means of correction be used before a student can be suspended. The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional district educational programs such as: (a) summer school; (b) after-school programs and (c) pre-kindergarten or preschool programs.

Every effort will be made to address student conduct in a restorative manner consistent with Education Code 48900.5. Administrators are expected to address disciplinary concerns in a prompt, fair and impartial manner, and all students are afforded due process. An alternative to suspension will be considered before more punitive actions (detention, suspension and expulsion) are taken except for those actions which state law mandates that Administration recommend expulsion to the Board of Education:

- 48915 (c) (1) – Possession, selling or otherwise furnishing a firearm
- 48915 (c) (2) – Brandishing a knife
- 48915 (c) (3) – Unlawfully selling a controlled substance
- 48915 (c) (4) – Committing or attempting to commit sexual assault or battery
- 48915 (c) (5) – Possession of an explosive

Please see the Education Codes on the following pages, which detail interventions and consequences.

Expulsion is usually used only for mandatory expulsion offenses, and/or when there is a history of misconduct; when other forms of discipline, including suspension, are infeasible or have failed to bring about proper conduct; or when the student's presence causes a continuing danger to him/herself or other students [Education Code §48915].

DUE PROCESS

There are certain procedures school officials must follow prior to taking disciplinary action. There are also procedures that students and parents may follow if they do not agree with the school's actions. If a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents/guardians will be given a more detailed description of the due process procedures.

EDUCATION CODE INTERVENTIONS AND CONSEQUENCES

1. Mandatory Expulsion {E.C. 48915(c)}

- (1) Possessing, selling, or otherwise furnishing a firearm
- (2) Brandishing a knife
- (3) Unlawfully selling a controlled substance
- (4) Committing or attempting to commit sexual assault or battery
- (5) Possession of an explosive

2. Mandatory Recommendation for Expulsion {E.C. 48915(a)(1)}

- (A) Causing serious physical injury to another person, except in self-defense
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil
- (C) Unlawful possession of any controlled substance except for the first offense of possession of not more than one ounce of marijuana
- (D) Robbery or extortion
- (E) Assault or battery upon any school employee

EXPULSION MAY BE RECOMMENDED

3. Acts of Violence {E.C. 48900(a)}

- (1) Causing, attempting to cause, or threatening to cause, physical injury to another person
- (2) Willfully using force or violence upon another person, except in self-defense

4. Weapon and Dangerous Objects {E.C. 48900(b)}

Possessing, selling or furnishing any weapons (firearm, knife, explosive or other dangerous object)

5. Drugs and Alcohol {E.C. 48900(c)}

Possessing, using, selling, furnishing, or being under the influence of any controlled substance, alcohol, or other intoxicant

6. Sale of "Look-Alike" Drugs and Alcohol {E.C. 48900(d)}

Offering, arranging, or negotiating to sell a controlled substance, alcohol, or any other intoxicant, and then providing a REPLICA substance

7. Robbery or Extortion {E.C. 48900(e)}

Attempting or committing robbery or extortion

8. Damage of Property {E.C. 48900(f)}

Attempting or causing damage to school or private property

9. Theft or Stealing {E.C. 48900(g)}

Stealing, or attempting to steal, school or private property

10. Tobacco {E.C. 48900(h)}

Possessing or using any tobacco or nicotine product

*Suspension not to be used in the first or second offense. Alternatives such as counseling, cessation activities, referrals to local agencies such as North County Lifeline and/or McAllister Drug Counseling

11. Profanity, Obscene Acts, Vulgarity {E.C. 48900(i)}

- 1. Directed at peers
- 2. Directed at school personnel

12. Drug Paraphernalia {E.C. 48900(j)}

Possessing, offering, arranging or negotiating to sell any drug paraphernalia

13. Possession of Stolen Property {E.C. 48900(l)}	
Knowingly receiving stolen school property or private property	
14. Imitation Firearm {E.C. 48900(m)}.	
Possessing an imitation firearm	
15. Sexual Assault or Sexual Battery {E.C. 48900(n)}	
Committing, or attempting to commit, sexual assault or battery	
16. Harassment of a Student Witness {E.C. 48900(o)}	
Harassing, threatening, or intimidating a pupil complainant or witness in a school disciplinary matter	
17. Soma – Prescription Drug {E.C. 48900(p)}	
Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma	
18. Hazing {E.C. 48900(q)}	
Engaging in, or attempting to engage in, hazing as defined in Section 245.6(b)	
19. Bullying {E.C. 48900(r)}	
Engaging in bullying - any severe or pervasive physical act, verbal act or conduct, including by electronic acts	
20. Aided or Abetted to Inflict Physical Injury {E.C. 48900(t)}	
Aiding or abetting in the infliction, or attempted infliction, of physical injury to another student	
21. Sexual Harassment {E.C. 48900.2}	
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (applies to grades 4-12).	
22. Acts of Hate Violence {E.C. 48900.3}	
Students in grades 4-12 may be suspended, or recommended for expulsion, for causing, threatening, attempting to cause, or participating in, an act of hate violence defined as willfully interfering with, or threatening, another person's personal or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence	
23. Intimidating/Hostile Environment {E.C. 48900.4}	
Students in grades 4-12 may be suspended, or recommended for expulsion, for intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive, disrupts classes, creates disorder or creates an intimidating and/or hostile educational environment	
24. Terroristic Threats {E.C. 48900.7}	
Making terroristic threats against school officials and/or property	
25. Attendance	
1. from school without a valid excuse	Truant [E.C. 48260]. Absent
2.	Repeat Truant [E.C. 48261]
3. Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action.	Habitual Truant [E.C. 48262].

REQUIRED ANNUAL NOTIFICATION FOR PARENTS AND GUARDIANS

COMPREHENSIVE SEXUAL HEALTH EDUCATION

The law requires that parents be notified in writing of any class in which human reproductive organs, their functions and their processes are described, illustrated or discussed. Parents also must be notified in writing prior to instruction in venereal disease education. In either case, parents have the right to review materials that will be used and to request that a student be excused from such instruction. The request will be valid for the school year in which it is submitted.

The following classes may contain such information:

• Animal Behavior	• Human Ecology	• Science Investigation
• Physical Education	• Biology	• Youth and Society
• Physiology	• Sociology	• Contemporary Living
	• Child Development	

IMMUNIZATIONS

Under law SB 277, effective as of January 1, 2016, **exemptions** based on personal beliefs, including religious beliefs, are **no longer an option** for the vaccines that are required for entry into childcare or school in California. The district will follow all laws, rules, and regulations regarding immunizations required for students to enroll, and shall not admit any student until the student is properly immunized as required by law. Most families will not be affected because their children have received their required vaccinations. For K-12 Immunization Requirements, please visit <https://eziz.org/assets/docs/IMM-231.pdf>

Medical Exemption

Starting January 1, 2021, all new medical exemptions for school and child care entry must be issued through **CAIR-ME**. Parents and physicians can register and create an account in CAIR-ME at any time. Once registered, parents can log in to CAIR-ME to request a medical exemption. Parents give the exemption request number to their child's physician who can log in to CAIR-ME to issue the exemption. Once the exemption is issued, the physician prints the form and provides a copy to the parents to give to their child's school or child care facility.

For more information please see Frequently Asked Questions available at:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/laws-exemptions.aspx>. For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at www.shotsforschool.org or contact the North Coastal Public Health Center at 760-967-4401.

SPECIAL EDUCATION

The Oceanside Unified School District supports all students by providing educational opportunities that prepare them for the attainment of their post-secondary goals in the areas of employment, education, and community involvement.

Students with disabilities may receive additional services as included in their Individualized Education Plans (IEPs). To be eligible for Special Education and related services, a student must meet the eligibility criteria for one of the following 13 Federal Handicapping Conditions:

Specific Learning Disability	Autism	Speech/Language Impairment
Hearing Impairment	Deafness	Visual Impairment
Emotional Disturbance	Multiple Disabilities	Intellectual Disability
Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Deaf-Blindness	• Students may be eligible under multiple conditions	

To ensure that a full continuum of services is available to each student with a disability, the Oceanside Unified School District is a member of the North Coastal Consortium for Special Education (NCCSE) and partners with NCCSE to provide services in additional county and nonpublic settings. Parents who have concerns regarding special education needs of their secondary aged son/daughter should discuss these with the student's counselor or school principal. As appropriate, referrals for Special Education placement will be completed following review/discussion by the school's Student Study Team.

For more information about Special Education in OUSD, visit our site here: <https://www.ouide.us/specialeducation>

INSTRUCTIONAL MATERIALS

The Oceanside Unified School District has a process for parents and guardians who do not want particular library material(s) checked out to their own student(s). If you would like to have a selection restricted from being checked out to your student, please contact your school principal. The principal will ensure the limitation for checking materials out for your student as per your request, (OUSD | E 1312.2 Community Relations).

Library Catalog

HOME/HOSPITAL INSTRUCTION

California State Law requires school districts to provide individualized instruction to pupils with a temporary disability who are not classified as exceptional children.

When a parent or legal guardian notifies a school district that they have a pupil with a temporary disability residing in a hospital, a residential health care facility, or homebound within the boundaries of that district, the district is required to plan for providing individualized instruction for absences exceeding three (3) weeks. Upon receiving notification from the parent, the school district in which the pupil is confined shall do all of the following:

- Determine within five (5) working days, whether the pupil will be able to receive individualized instruction.
- If the determination is positive, instruction shall commence no later than five (5) working days after the determination has been made.
- Provide the pupil individualized instruction or enter into an agreement with the school district in which the pupil previously attended regular day classes to provide the instruction.
- Notify the district of residence, or an alternative program within five (5) working days after instruction begins, of the date on which individualized instruction commenced so the pupil will not be counted by the district in computing average daily attendance.

It is the parent's responsibility to notify the district of the pupil's presence in a qualifying hospital or homebound status for three (3) or more weeks.

TEMPORARY INDEPENDENT STUDY

A Temporary Independent Study contract may be requested for a student that will be absent for 3 or more days for a reason other than illness. The contract must be requested two weeks in advance, and is reviewed by the Principal. If approved, the Master Agreement must be signed by the student and the parent/guardian unless the student is 18 years old. The contract must be fulfilled and all coursework completed prior to the due date set on the Master Agreement for the student to receive credit for work and attendance.

ENGLISH LEARNER/MULTILINGUAL LEARNER PROGRAM

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the Home Language Survey, provided at the time of registration, assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services. As parents or guardians, and upon registration, please answer each of the four questions listed on the Home Language Survey as accurately as possible. If any error is made completing the Home Language Survey, you may request correction before your student's English proficiency is assessed. Students previously identified as an English Learner in California will maintain their English Learner status until they meet the reclassification criteria for the district.

CALIFORNIA LOCAL EDUCATIONAL AGENCY PROGRAM

OUSD, in cooperation with the California Department of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as health assessments, and hearing and vision screenings) provided to eligible students at school.

In accordance with Local Education Agency rules and guidelines, we are notifying you that eligible student records may be forwarded to the District's billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act). School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services by the school district.

SEARCH AND SEIZURE POLICY

The search and seizure policy governs the district's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board of Education Policy 5145.12, school officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

ELECTRONIC DEVICES

Students may use electronic devices on campus during non instructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose. Mobile communication devices shall be turned off during instructional time. Violation of the school site's rules for uses of electronic devices may result in confiscation. Oceanside Unified School District is not responsible if electronic devices are lost or stolen after they are confiscated.

DRUG TESTING

The Oceanside Unified School District recognizes that student-athletes who are under the influence of drugs may endanger themselves and others. In order to protect the health and safety of the student-athlete, he/she may be randomly selected or required in certain circumstances to be tested for the presence of illegal and nonprescription drugs and/or alcohol. Parent/guardians and students must sign the "Mandatory Random Drug Testing of Student Athletes" consent form prior to participation in athletics.

TECHNOLOGY ACCEPTABLE USE POLICY

Use of the electronic media provided by OUSD and the District's network is a privilege. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy and [OUSD Student Use of Technology Administrative Regulation \(AR 6163.\)](#) More information may be found at: www.oside.us -Information Technology Services Department.

RAPTOR VISITOR MANAGEMENT SYSTEM

The Raptor Visitor Management System will help us protect our students and staff by tracking visitors, volunteers, and contractors who come into our schools, thus providing a safer learning environment. Everyone entering our schools will be asked to present an ID such as a driver's license or government issued ID, which can either be scanned or entered manually into the Raptor system. If a person does not have a government-issued ID, the school staff member can use another form of identification and manually enter the person's name and birthdate into the Raptor system. The Raptor system only checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The network provides an alert for visitors that may jeopardize the safety of our schools.

STUDENT RELEASE PROCEDURES

A student may never be released early from the school day without the consent of the custodial parent/guardian unless the student is in the 7th-12th grade and needs to attend a confidential doctor's appointment, or students needing to be released from school for protective/safety purposes by child welfare services or law enforcement with appropriate documentation. In non-emergency situations, students may only be released to: (1) the custodial parent/guardian or (2) another identifiable and verified adult, whom the custodial parent/guardian has granted permission via phone, in writing, or in person. In emergency situations, students will only be released to custodial parent/guardian or individuals listed on the student's emergency contacts.

BEFORE AND AFTER SCHOOL PROCEDURES

Before the start of the regular school day, school staff members are not responsible for the safety and welfare of the students. Unless enrolled in a before school program, students should not arrive at the school site sooner than one half hour before the start of school as supervision is not available. After dismissal at the end of the regular school day, school staff members are not responsible for the safety and welfare of the students. Parents or guardians are expected to arrive promptly at the school site for student pick-up. Students must promptly leave the school site at the end of the school day.

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(English/Spanish)