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TIDE'S VISION AND MISSION

VISION: An educational community that equips students to see the connections between culture, technology, math, science and the arts to act as solutionaries for an evolving social and professional landscape.

OUR BELIEFS:

- Fluency in technology, literacy, and numeracy are vital gateways to equity.
- Interdisciplinary units and hands-on projects are crucial for deeper understanding of subject content.
- The iterative process of prototyping and assessing critical feedback drives innovation.
- Diversity, cultural competency, and student voice strengthen communities.
- With a growth mindset, every student is capable of reaching mastery.

OUR COMMITMENTS:

- Serve the whole child with unconditional positive regard and engage in restorative practices.
- Develop social emotional intelligence, agency and resilience in students.
- Model and foster safe and inclusive collaborative spaces that value diverse viewpoints and promote advocating for self and others via social action projects.
- Engage in outreach efforts with underrepresented student groups to disrupt gaps in S.T.E.M. fields.
- Facilitate a learning environment in which all students can perform at optimal levels of academic rigor.
- Provide equitable access to challenging coursework and ensure early college-credit for all.
- Connect students with mentorship and internships in S.T.E.M. fields

MISSION: At TIDE Academy, we engage in interdisciplinary and inquiry based units of study. Students grapple with the complexity of systems thinking to create dynamic and socially just solutions to our world's known and unknown challenges. We spark students' interests, cultivate their creative abilities, and provide opportunities to apply future-now skills.

LEARNER OUTCOMES FOR TIDE STUDENTS:

Literacy and Communication - Read, write, speak, and listen, thoughtfully and effectively using both traditional media and digital tools.

Numeracy and Mathematical Reasoning

Develop fluency with numbers, statistics and mathematical concepts using multiple representations as a means of communication and justifying decisions.

Solutionary Problem-Solving - Employ analytical methods, research, and critical thinking using technology to design innovative solutions that address both surface-level and root causes.

Systems Thinking- Recognize and navigate the interrelationships among systems ranging from the technical to the socio-political.

Global and Civic Responsibility - Develop empathetic, informed ethics that consider diverse perspectives based on the goal of doing more good, less harm and allying against social injustice.

Collaboration & Project Management - Participate in creating and maintaining safe, inclusive, productive environments while working to achieve common goals.

Self Direction - Develop the self-efficacy to set short and long term goals, assess progress, persist in the face of adversity, and see complex tasks to completion.

Personal Development & Leadership - Identify personal qualities and interests and connect these to meaningful causes and viable professional pathways for the future

TIDE Staff Directory

Main Office	79099	Attendance	79001
Administrative Offices			
Title	Name	Email	
Principal	Simone		
	Rick-Kennel	srkennel@seq.org	
A.Vice Principal	Tina Smith	tsmith@seq.org	
Sr. School Secretary	Mayra		
	Buenrostro	mbuenrostro@seq.org	
School Secretary	Rocio Chavez	rchavez@seq.org	
Guidance Information Specialist	Cristal		
	Hernández	chernandez@seq.org	
Intervention Counselor	Lara Sandora		
	Isandora	lsandora@seq.org	
Guidance Counselor	Rebecca		
	Edelman	redelman@seq.org	
School Nurse	Heidi Flaig	hflaig@seq.org	
Health Aid	Jackie Farias	jfarias@seq.org	

Teachers		
Subject	Name	email
Art	Thomas Chang	tchang@seq.org
Algebra I	Julia Leeson	jleeson@seq.org
Algebra II/Geometry	Ryan Stagg	rstagg@seq.org
	Emily Cox	ecox@seq.org
Chemistry	Michael Davis	mdavis@seq.org
Computer Programming	Brian Klackle	bklackle@seq.org
	Sreemayee Ghosh	sghosh@seq.org
English 10/11	Daphne Pacia	
	McCann	dmccann@seq.org
English 9/11	Jeffrey Weathers	jweathers@seq.org
Geometry/Precalculus	Jim Karditzas	jkarditzas@seq.org
	Hector Cornejo	hcornejo@seq.org
Physical Education	John Allen	jallen@seq.org
	Karen Cortez	kcortez@seq.org
Special Education	Joel Basquez	jbasquez@seq.org
US History	Makailah Cesena	mcesena@seq.org
World Studies	Cat Cole	ccole@seq.org

2021 - 2022 Bell Schedules

Regular Bell Schedule							
Mon / Wed		Tuesday		Thursday		Friday	
Period	Time	Period	Time	Period	Time	Period	Start Time
1	8:00 - 8:45	1	8:00 - 8:45	1	8:00 - 8:45	1	8:00 - 8:45
Brunch	8:45 - 8:55	Brunch	8:45 - 8:55	Brunch	8:45 - 8:55	Brunch	8:45 - 8:55
3	9:00 - 10:25	2	9:00 - 10:25	2	9:00 - 10:25	2	9:00 - 9:50
5	10:30 - 11:55	4	10:30 - 11:55	4	10:30 - 11:55	3	9:55 - 10:45
Lunch	11:55 - 12:25	Lunch	11:55 - 12:25	Lunch	11:55 - 12:25	4	10:50 - 11:40
Nucleus	12:30 - 1:45	6	12:30 - 1:55	NucLDR	12:30 - 1:45	Lunch	11:40 - 12:10
7	1:50 - 3:15	Staff Meeting	2:05 - 3:15	6	1:50 - 3:15	5	12:15 - 1:05
<i>On weeks where there is no school on Monday, the corresponding Friday schedule is replaced by a Monday block schedule.</i>						6	1:10 - 2:00
						7	2:05 - 2:55

Monday Holiday Schedule								
Monday	Tuesday		Wednesday		Thursday		Friday	
	Period	Time	Period	Time	Period	Time	Period	Time
No School	1	8:00 - 8:45	1	8:00 - 8:45	1	8:00 - 8:45	1	8:00 - 8:45
	Brunch	8:45 - 8:55	Brunch	8:45 - 8:55	Brunch	8:45 - 8:55	Brunch	8:45 - 8:55
	2	9:00 - 10:25	3	9:00 - 10:25	2	9:00 - 10:25	3	9:00 - 10:25
	4	10:30 - 11:55	5	10:30 - 11:55	4	10:30 - 11:55	5	10:30 - 11:55
	Lunch	11:55 - 12:25	Lunch	11:55 - 12:25	Lunch	11:55 - 12:25	Lunch	11:55-12:25
	6	12:30 - 1:55	Nucleus	12:30 - 1:45	NucLDR	12:30 - 1:45	Nucleus	12:30 - 1:45
				7	1:50 - 3:15	6	1:50 - 3:15	7
NOTE: The following Mondays have no school: 9/6/21, 9/13/21, 10/11/21, 1/3/22, 1/17/22, 1/31/22, 5/30/21								

2021 - 2022 Bell Schedules, cont.

Minimum Day Schedule	
Period	Time
1	8:00 - 8:30
Brunch	8:30 - 8:40
2	8:45 - 9:15
3	9:20 - 9:50 (30)
4	9:55 - 10:25
5	10:30 - 11:00
6	11:05 - 11:35
7	11:40 - 12:10

Note: The following days are minimum days: 8/27/21, 10/13/21, 11/5/21, 2/18/22, 3/4/22, and 03/25/22.

Fall Finals Week							
MONDAY 12/13/21		TUESDAY 12/14/21		WEDNESDAY 12/15/21		THURSDAY 12/16/21	
9:00 - 11:00	Nucleus	Period 2	9:00 - 11:00	Period 4	9:00 - 11:00	Period 6	9:00 - 11:00
11:00 - 11:25	Brunch	Brunch	11:00 - 11:25	Brunch	11:00 - 11:25	Brunch	11:00 - 11:25
11:30 - 1:30	Period 1	Period 3	11:30 - 1:30	Period 5	11:30 - 1:30	Period 7	11:30 - 1:30

Note: Friday, 12/17/21, is a teacher work day. Students do not have school.

Spring Finals Week								
FRIDAY 5/27/22		Monday 5/30/22	TUESDAY 5/31/22		WEDNESDAY 6/1/22		THURSDAY 6/2/22	
9:00 - 11:00	Nucleus	No School - Memorial Day	Period 2	9:00 - 11:00	Period 4	9:00 - 11:00	Period 6	9:00 - 11:00
11:00 - 11:25	Brunch		Brunch	11:00 - 11:25	Brunch	11:00 - 11:25	Brunch	11:00 - 11:25
11:30 - 1:30	Period 1		Period 3	11:30 - 1:30	Period 5	11:30 - 1:30	Period 7	11:30 - 1:30

NOTE: Monday, 5/30/22, is Memorial Day. Students do not have school.

Student Behavior Guidelines

The following matrix outlines three of TIDE Academy's core values for our school

Respect, Responsibility, and Community

We believe that aspiring to these values will make TIDE Academy an effective learning community for all students.

Every student is an individual and therefore all actions are considered individually within a scope of established consequences with the discretion to assign the appropriate discipline when necessary. Whenever possible the first priority will be for the student to take whatever actions best to repair the harm done through the incident. While we hope to keep our discipline as much as possible in line with righting the wrong that was done, it is important to establish discipline structures to reinforce expected behaviors so there is some response in between just dialogue and suspension.

The scope of established consequences at TIDE includes but is not limited to:

- Restorative Practices (is always the first approach)
- Lunch-time campus beautification detention
- Additional MTSS (Multi tiered systems of support) interventions and supports.
- Alternative to suspension program/Parent Notification
- Suspension/Parent Notification
- Expulsion/Parent Notification

Behavioral Expectations

In general the expectation at TIDE Academy is for students to treat each other and staff with respect at all times. TIDE staff approach every student with an attitude of unconditional positive regard. This means that every student is valued as a unique individual who has inherent value and is on a journey to be the best person they can be. This approach recognizes that sometimes mistakes are made, but these mistakes do not diminish the value of the individual. More simply stated, TIDE staff believe that students are not their behavior. TIDE staff models this approach to students so that students will be able to hold each other in

positive regard. This approach is supported with some explicit expectations for students.

PBIS Matrix

Positive Behavior Intervention and Supports is a program that makes desired behaviors explicit and proactively rewards desired behaviors instead of punishing unwanted behaviors after they have happened. Our PBIS system consists of a behavior matrix to outline desired positive behaviors in different settings and an outline of our positive reinforcement systems and incentives.

TIDE's Respect Policy

At TIDE we believe the most serious behavior related incidents are those in which a student engages in the belittling of others. Any instance of bullying based on physical appearance or perceived ability, hate speech, and racist or homophobic comments will immediately result in a conference with parents, one or more of the above consequences and additional MTSS interventions and supports. Short of physical violence these are considered to be the most egregious behaviors a student can engage in and will not be tolerate

Academic Integrity

Academic integrity is about adhering to a code of values where students are honest, complete their own work, and use their own words, allowing students to demonstrate mastery of skills and concepts in every class. Because we care about your learning of the material taught, as well as your character development, academic honesty violations will not be tolerated.

All students will sign the following district agreement surrounding Academic Integrity as they enroll in a SUHSD school linked here: [Academic Integrity District Agreement](#).

The consequences for academic dishonesty are school-wide and cumulative for all the years you attend SUHSD schools. For example, cheating in one class freshman year and again in a different class junior year counts as two offenses.

For any academic dishonesty occurring with Dual Enrolled courses, the student may also have consequences based on [Foothill's Academic Integrity policy](#).

Cheating is a form of academic dishonesty in which an individual undermines the integrity of an assignment or exam. *Plagiarism* is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.

The following are some examples of behaviors that violate academic integrity:

Cheating

- copying the work of another and submitting it as your own
- permitting someone else to do any part of your work for you
- working together on something you're supposed to do individually
- receiving, consulting, or providing unauthorized information before, during, or after an assignment
- bringing cheat sheets/crib notes of any kind
- discussing content before/during/after a quiz/test whether in person or via technology
- consulting an answer key or teacher's edition, unless the teacher has provided as part of an assignment
- using translations from internet translation tools and/or programs

Collusion

- allowing one's work to be copied or submitted by another

Plagiarism

- using ideas, written material, or other sources without documenting and
- citing and acknowledging the source
- copying and pasting or presenting ideas of another as your own

Fabrication - Making up information (data, quotations, sources, citations, etc.)



Academic Integrity, cont.

First Incident	Second Incident (or higher-level academic dishonesty)	Third Incident (or higher-level academic dishonesty)
<ol style="list-style-type: none"> 1. Student may earn a zero on the assignment 2. Teacher contact and speaks with parent/guardian(s) and student 3. Referral of the academic integrity violation will be made and an administrator notified 4. Detention may be assigned 5. Teachers may assign additional work or alternative assignments that would be reported to parent/guardian(s) and student 	<p>1 - 5 from First Incident with the addition of:</p> <ol style="list-style-type: none"> 6. Meeting occurs between parent/guardian, administrator, teacher and student 7. Possible loss of school sanctioned events (dance, athletic events, performances, activities) 8. Student becomes ineligible for California Scholarship Federation and other TIDE Awards 	<p>1 - 9 from Second Incident with the addition of:</p> <ol style="list-style-type: none"> 9. Loss of participation in school ceremonies (i.e. graduation)

NOTE: Each teacher at TIDE may have different expectations in regards to homework, classwork, projects, tests, group work, and what constitutes cheating. It is the responsibility of teachers to clearly explain their class expectations. Students should check with the teacher and/or class syllabus for individual teacher details.

Action Steps

Students are to:

- Be honest
- Explain circumstances that led to this incident
- Do a reflection of incident
- Outline changes or action steps to ensure there are no further incidences

Teachers are to:

- Review and retain assignment(s) involved in incident
- Investigate the incident
- Interview student(s) with knowledge of the incident
- Contact parent/guardian(s)
- Incident will be documented in infinite campus
- May assign consequence based on the chart
- May assign additional or alternative assignments
- May contact school administrator (based on incident and severity)

School Administrators:

- May setup additional meeting between student(s), parent/ guardian(s), teacher, and school administrator
- May assign additional consequences based on the chart

Campus Policies and Expectations

Dress Guidelines

The dress guidelines are designed to allow for student comfort and personal expression while maintaining an environment conducive to learning and appropriate for the educational setting. The following items are examples of what the school considers inappropriate and are not to be worn at TIDE. This list is representative but not all-inclusive.

Avoid the following:

- Clothing that does not cover undergarments completely.
- Being barefoot.
- Clothing that does not cover the torso/midriff.
- Clothing that promotes obscenity, drugs, alcohol, tobacco, sex, or violence.
- Clothing or accessories that demean others with regard to gender, race, sexual orientation, religion, nationality, etc.
- Clothing that indicates gang affiliation or in support of gang activity or messaging, or as determined by the school administration and based on consultation with the local law enforcement agency.
- Clothing that is excessively oversized or undersized.
- Clothing, jewelry, or accessories which are potentially dangerous.

Students who are in violation of the dress norms will be addressed by administration and will be reminded of the **Dress Guidelines**. They will remain in the office until their clothing meets the guidelines of the **Dress Guidelines**.

Note: Repeated violations will result in further disciplinary action.

Extracurricular Activity Expectations

- All school rules apply to extracurricular activities; including dances and off campus school sponsored events.
- At sporting events, students must remain in TIDE's bleacher section and not visit students in the opposing side's bleachers until after the game.
- Booing or negative comments to the referees or visiting team and fans are not allowed; cheering of TIDE's team is encouraged.
- Students may not leave and then re-enter sporting events and dances.
- Students who were not on the competing athletic team must be picked up or have left campus in a safe manner within twenty minutes of the end of an evening's final sporting event. Students who participated on the athletic team competing that evening must leave campus before their coach.
- Students who did not help put on the dance must be picked up or have left the dance location in a safe manner within twenty minutes of the end of the dance. Students who helped put on the dance that evening must be picked up from the dance before staff leave.

Closed Campus

TIDE Academy is a Closed Campus. Students are not permitted to leave campus during school hours. Students who have doctor appointments must get advance passes from the attendance clerk to leave campus. At no time should students enter the properties that surround TIDE Academy. At no time should any deliveries services be accepted. (ie: uber eats, grub hub, door dash, etc.)

Electronic Device and Cell Phone Policy

At TIDE we want to keep students focused on learning and away from the distractions presented by cell phones as much as possible. Considering this students will be asked to keep their phones away at all times during class and passing periods. This policy is aimed at reducing the frequency of tardies and helping students smoothly transition between learning environments without getting stressed or engaged with the digital world. This means the only times students will be allowed to use their cell phones are at Brunch and Lunch. If teachers have planned instruction that involves cell phones they do retain the authority to allow students to use their phones for educational purposes.

Technology Use Agreement

Student Use Standards and Expectations. The system is provided for educational and instructional purposes. If you have any doubt about whether a contemplated activity is acceptable, students or their care providers should consult a District teacher or an administrator before going forward with the activity. In all cases, students must strictly adhere to the standards and expectations described below, the standards set forth in District Board Policy and Administrative Regulation 6134.4, and all other applicable District policies and laws. The District reserves the right to determine which uses constitute acceptable use and to limit access to such uses. Use of the District's systems and technology is a privilege, not a right.

- A. Students shall use only their own accounts and access credentials.
- B. Students shall only use the system for educational and instructional purposes.
- C. When using the system, students shall follow the law, District policy, and school rules.
 - a. No inappropriate content.
 - b. No bullying.
- D. When using the system, students shall protect their privacy and the privacy of others.

- E. Students shall respect and protect the integrity and security of the system.
- F. Students shall not alter the system without express authorization.
- G. Students shall respect the intellectual property rights of others.
- H. Students shall respect the community
- I. Students shall report any violations of the Use Agreement to Staff.

Note that this is district Administrative Regulation 4040 and covers all aspects of employee technology use. Once you have read this policy, you must complete the Technology Use Agreement Form so that technology can set up your student email and other online accounts. A brief summary of the expectations and acceptable use are below.

Upon completion of the Technology Use Agreement Form, the district will set-up technology services (i.e. e-mail) that will assist employees in being more efficient in their daily work. At that time, each employee will receive a digital copy of the District's Board Policy and Administrative Regulation in reference to Employee Use of Technology.

DO NOT CONTACT TECHNOLOGY AND INFORMATION SERVICES AFTER COMPLETING THIS FORM. THE TECHNOLOGY DEPARTMENT WILL NOTIFY THE ADMINISTRATOR (NOTED BELOW) OF ACCOUNT CREDENTIALS



Campus Guests and Visitors

Parents are always welcome to our school. All visitors must sign-in in the front office and receive a wearable visitor's pass and a visitor parking permit. Parents wishing to visit a class are requested to give a 24hr notice to the school administration. Student visitors or friends of our students may NOT visit during the school day. Students may NOT host other students even with teacher permission.

See Something, Say Something. If you see an adult that you do not recognize on campus and especially if they do not have a visitor pass, you are encouraged to politely introduce yourself to that person (e.g. "Hi, my name is John Smith, what's your name? Did you check in at the front office? Can I help you find a room?").

If the person does not have a visitor pass, please remind them to check in at the front office. If you are comfortable walking with them to the office, that is encouraged. If not or you do not have time to do so, please report the situation to the front office.

Astronaut Acceptable Behavior and Norms

Passing Period

- Allow others to pass in the hallway.
- Use indoor voices and avoid profanity.
- Be safe and walk calmly.
- Dispose of trash in the trash cans.
- Keep cell phones away.

Dining Space

- Use respectful language.
- Care for the furniture.
- Clean up after yourself.
- Remind others to clean up after themselves.
- Remind others to clean up after themselves.
- Be inclusive. Make space at your table for others if needed.

Innovation Lab

- Share equipment and tools so everyone can finish their projects.
- Follow all safety procedures with all machines and tools. If you see a safety issue, tell an adult.
- Speak up if materials are running low.
- Clean and put all tools away before leaving any space.
- Help other students who need assistance and include all group members in project work.
- Care for equipment so it lasts for years to come.
- Follow all safety procedures with all machines and tools.*If you see a safety issue, tell an adult.
- Clean and put all tools away before leaving any space.
- Make sure everyone uses the tools equitably.
- Stay focused and on task so everyone can learn.
- Follow directions the first time.
- Bring all materials to class.
- Make sure your laptop is charged.
- Follow the academic integrity policy.
- Follow all classroom rules and norms.
- Participate actively in class activities and discussions so the community benefits.
- Seek and offer additional support during Nucleus
-

All Areas

- Be a little kinder than necessary. Say please, thank you and excuse me when appropriate.
- Respect others' feelings, personal space and property.
- Seek academic support whenever necessary. If you're not sure how to start, check-in with your Nucleus teacher.
- Report unidentified visitors.
- Promote a healthy environment free of vaping and drugs.
- Go the extra step to be inclusive. Invite others to join your table, group or conversation.
 - Be friendly in the hallways.
 - Maintain a clean campus free of trash and graffiti.
 - When in doubt, just be nice

Classroom & Learning Environments

- Be seated by the time the bell rings.
- Stay focused and on task so everyone can learn.
- Follow directions the first time.
- Bring all materials to class.
- Make sure your laptop is charged.
- Follow the academic integrity policy.
- Follow all classroom rules and norms.
- Participate actively in class activities and discussions so the community benefits.
- Seek and offer additional support during Nucleus

Prohibited Items

In addition to items prohibited by the California Education Code, the following are also prohibited on campus during school hours:

- Laser pointers
- Cigarette lighters, matches, and other fire starting devices
- Weapons, including pocket knives
- No replica weapons
- E Cigarettes/Vape Pens
- Drugs and alcohol
- Stink bombs and other fireworks
- Paint (unless it is a supply for Art class)
- Bluetooth or other personal speakers
- Megaphone and other noise makers

Violating this rule will result in parent contact, confiscation of the item, and may result in further disciplinary action.

Food and Drink

At TIDE Academy, teachers maintain a "no food or sugary drinks in class" policy. In addition to being a distraction we have limited custodial staffing to deal with spills or messes left behind. *Exceptions can be made for planned class parties and events.

DoorDash, Uber Eats, or any other food delivery service is prohibited for students at TIDE Academy. This brings unknown adults onto campus and creates a burden on the front office staff.

Hall Passes

Students must have a hall pass when they are out of class, including Teacher Aides. During class time, students must obtain their teacher's permission and hall pass in order to see someone (e.g. counselor, dean, etc.) in the Main Office. Students without a pass will not be seen.

Digital Spaces

Your behavior online is as real as your behavior at home. Follow usage policies on all school devices even at home.

- Do not engage in cyber-bullying.
- Be aware that all digital spaces are public.
- Obtain permission before recording or taking a picture of someone.
- Report any cyber-bullying or harassment.
- During unstructured times, be present and authentically engage with others.

Off Campus Activities

Treat students, faculty and community partners from other sites with the same respect you would give to TIDE students and faculty.

Show up early for internships and college classes and communicate promptly with mentors and professors.

Stay with your assigned group and within designated areas during fieldwork.

Practice good sportsmanship.

Form strong community partnerships by representing TIDE positively.

Attendance Policies

Why Attendance is Important

The Sequoia Union High School District is committed to the education of all students. The District believes that regular attendance plays an important role in student achievement and that absenteeism, whatever the cause, may put students at risk of dropping out of school. The District desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district. It is the intent of the District that intensive guidance and coordinated community services are provided to meet the special needs of pupils with school attendance and/or school behavior problems.

Did You Know?

- Absences can be a sign that a student is losing interest in school, struggling with school work, or facing some other potentially serious difficulty
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school
- By 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores
- Missing 10 percent (18 days) of the year can drastically affect a student's academic success
- Students can be chronically absent even if they only miss a day or two every few weeks
- Attendance is an important life skill that will help your child graduate from college or keep a job

What You Can Do

- Make school attendance a priority
- Talk about the importance of showing up to school every day, make that the expectation
- Help your child maintain daily routines; finishing homework and getting a good night's sleep
- Try not to schedule dental and medical appointments during the school day
- Don't let your child stay home unless truly sick; complaints of headaches or stomach aches may be signs of anxiety

Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats
- Make sure he/she is not missing class because of behavioral issues and school discipline policies; if any of these are problems, work with your school
- Stay on top of academic progress and seek help from teachers or tutors if necessary; make sure teachers know how to contact you

- Stay on top of your child's social contacts; peer pressure can lead to skipping school, while students without many friends can feel isolated
- Encourage meaningful afterschool activities, including sports and clubs

Communicate with the school

- Know the school's attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior
- Check on your child's attendance to be sure absences are not piling up
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school

Chronic Absenteeism and Truancy

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the District may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

Addressing Chronic Absenteeism

When a student is identified as a chronic absentee, the school shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance. The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her. A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Refer to SUHSD Attendance Handbook for more information.

Truancy

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

Clearing Student Absence

Parents have five (5) school days from the day of the absence(s) to contact the school Attendance Clerk in order to excuse their student's absence(s). Absences not excused within five school days are marked as C (Cuts) and cannot be excused.

18 Year Old Students

Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Administrative Regulation 5113)

A student 18 years of age or over, with respect to their own absences from school, shall have all of the responsibilities and powers which, in the case of a minor, would be charged to the parent, guardian, or other person having charge or control of the minor. (Education Code 46012)

Contact for Absences

Rocio Chavez

650.306-1755 (option 1)

rchavez@seq.org

Method of Verification

Absences shall be verified within five (5) school days from the day of the absence by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; AR 5113) When an absence is planned, parents/guardians or students if age 18 or older shall notify the school Attendance Clerk prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
 - b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Excused Absences

The California Education Code directs all public school districts in California as to how to treat excused absences. The Education Codes below refer to the California Department of Education's excused absence reasons; SUHSD attendance codes are listed after each provision in parentheses, and explained at the end.

48205(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness. (H)
2. Due to quarantine under the direction of a county or city health officer. (H)
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered. (H)
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. (EXC)
5. For the purpose of jury duty in the manner provided for by law.(EXC)
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor. (H)
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. (EXC)
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code. (EXC)
9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district. (EXC)
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen. (EXC)
11. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances. (W)

48205(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

48205(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

48205(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

District's Daily Attendance Codes

A = Absent	C = Cuts	EXC = Excused Absence
H = Health/Illness	I = In-School Suspension	J = Court System
S = Suspension	SA = School Activity	SS= School Sports
T = Tardy	TE = Tardy Excused	UNX = Unexcused Absence*
W = Warranted**		

* Any absence outside of CA E.C. 48205 will be marked as an Unexcused Absence (UNX)

** In very rare instances, administrators may approve other absences at their discretion, based on the student's specific circumstances. (W)