

CENTRAL HIGH SCHOOL

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Welcome to Central High School

Dear Parents and Students,

I would like to welcome you to the 2023-2024 school year at Central High School. As we start the year together, let me remind you that here at Central High School, our staff is looking forward to helping you be successful in your academic endeavors. Our staff will do everything in their power to support and encourage you to be the best student you can be. However, this also means being a Centurion, that you will be committed to yourself and your education. Self-responsibility and drive are the keys to your success, and this will be the expectation that we will have of you. By doing your part, you will be able to achieve your goals.

Do not ever give up on yourself. You all have the ability to achieve your goals here at Central High School. Remember that here at Central High School, we are Courteous, Hardworking, and Successful!

Mr. Rafael Navarro, Principal

Centurion Pride

Mission Statement

Central High School will provide a safe and positive environment where young men and women of culturally diverse backgrounds develop into ethical individuals with personal integrity and initiative while learning critical thinking skills and becoming literate communicators who are responsible members of a changing society.

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Administration & Staff

Principal.....Rafael Navarro.....255-6063
Counselor.....Michelle Colleoc.....255-1872
Administrative Assistant.....Briana Simonaitis...255-6063
Attendance.....Sarah Abbas.....256-5848

Governing Board

Kris Okamuro, President
Rey Perea, Vice President
Mike Watson, Clerk
Julie Clemmer, Trustee
Aaron Heldreth, Trustee

BUSD Administration

Deanna Swearingen, Superintendent
Scott Godfrey, Asst. Superintendent of Educational Services
Jorge Gutierrez, Asst. Superintendent of Personnel Services
Douglas Beaton, Chief Business Official



Mascot.....Centurion

School Colors.....Royal Blue and White

Central High School Philosophy

The philosophy of Central High School encompasses the belief that the role of the school community is to assist students in accepting the responsibility to participate fully as adult members of society.

Central High School's philosophy recognizes the dignity and worth of each individual and the importance of self-concept. We provide an opportunity for students to earn a high school diploma while displaying good habits of conduct and work, cooperative attitudes in all relationships, and the ability to adjust to the constantly changing demands of life.

Central High School provides an alternative program to meet the unique educational needs of students who are unable to attend and/or succeed in a comprehensive high school setting. This program is designed to improve student attitudes and basic skills and to encourage students to expand their goals through flexible, individualized instruction in a small school situation. We aim to provide maximum opportunity for growth and development of potential while allowing students to progress at their own pace.

SLO's

(Student Learning Outcomes)

Central High School will prepare its students to **REACH** by being:

Responsible People

Ethical Individuals

Articulate Communicators

Critical thinkers

Healthy People

QUESTIONS:

*What does it take to be successful at Central High School via **PBIS** strategies?*

Answer:

Doing things the Centurion Way! We are:

Courteous

Hardworking

Successful

Central High School

Bell Schedule 2022-2023

AM SESSION

Period 1	7:15 AM - 8:03 AM
Period 2	8:03 AM - 8:51 AM
AM Break	8:51 AM - 8:56 AM
Period 3	8:56 AM - 9:44 AM
Period 4	9:44 AM - 10:32 AM
LUNCH	10:32 AM - 11:02 AM

PM SESSION

Period 5	11:02 AM - 11:50 AM
Period 6	11:50 AM - 12:38 PM
PM Break	12:38 PM - 12:43 PM
Period 7	12:43 PM - 1:31 PM
Period 8	1:31 PM - 2:19 PM

Minimum Day Schedule

(All students attend AM session)

IMPORTANT DATES 2023-2024

August 7	First Day of School (all BUSD)
August 23	Back-to-School Night (5pm-7pm)
September 4	Labor Day Holiday (no school)
September 22	Minimum Day
October 6	Non-Attendance Day (Non-Workday for Teachers)
October 9	Holiday (no school)
October 18	Parent Conferences (5:00 pm – 7:00 pm)
October 27	Non-Attendance Day (TK-6 Workday/7-12,STEM Non-workday)
November 10	Veteran's Day (no school)
November 20 -24	Thanksgiving Break (no school)
December 8	Minimum Day
December 21	Student Reward Auction (1/2 day schedule)
December 22	End of 1 st semester (TK-6 Non-Workday/7-12, STEM Workday)
Dec 25 – Jan 5	Winter Break (<i>Students return Jan 8</i>)
January 15	Martin Luther King Day (no school)
February 16	Lincoln's Birthday (no school)
February 19	President's Day (no school)
February 23	Minimum Day
March 15	Non-Attendance Day (Non-Workday for Teachers)
March 29	Good Friday Holiday (no school)
April 7 - 10	WASC Visit
April 12	Non-Attendance Day (Non-Workday for Teachers)
April 15 - April 19	Spring Break (no school)
April 26	Minimum Day
May 10	Non-Attendance Day (Non-Workday for Teachers)
May 22	Graduation Practice
May 23	Graduation 7:00 PM
May 27	Memorial Day (No School)
May 28 -30	Minimum Student Days/Last Week of School

Attendance

ATTENDANCE

(The following may change as new laws are enacted)

Compulsory education law states that every person between the ages of 6 and 18 years, not exempted, must attend school full-time (E.C. 48200). If a Central High School student is not attending school on a regular basis, Central High School may refer the parent(s)/guardian(s) and student back to their home school, Adult education (if 18 years old), or to S.A.R.B. (School Attendance Review Board) for intervention and possible legal action. **Central High School is a school of choice and not a mandated attendance school. If a student chooses to attend CHS, the CHS administration fully expects that positive attendance by that student will be strictly adhered to. Failure to exhibit positive and efficient school attendance will result in immediate action that could lead to a change in the student's educational program and/or placement.**

CHS Attendance Philosophy

The ultimate responsibility for positive school attendance rests with the parent(s)/guardian(s) and students, with the school assisting them to fulfill that responsibility.

- ◆ The school expects parent(s)/guardian(s) to call the attendance office each day a student is absent the morning of the absence.
- ◆ The school expects that upon the student's return from an absence, a note from the parent(s)/guardian(s) explaining the absence will be brought into the office. Reasonable attempts will be made by the school through phone calls or mail to inform parent(s)/guardian(s) of student absenteeism.

Regular school attendance is essential for much of the success students attain from their high school programs. **Students should remain out of school only when it is absolutely necessary.**

Students' participation in class discussions; listening to lectures; clarifications and explanations; viewing or listening to audiovisual materials; and attending school assembly programs are considered an integral part of the educational program. **It is impossible to gain the full significance of any classroom presentation through makeup work.**

ABSENCES

Students are expected to attend school on a regular basis. However, if a student must miss school, a phone call from the parent(s)/guardian(s) is required on each of the day(s) of absence the morning of the absence(s). Also, upon the return of the student from an absence, the student must check in with the attendance office and present a note from the parent(s)/guardian(s) explaining the absence. **Excused absences must be cleared within three days.** If the absence is not cleared within three days, the absence will be marked unexcused (truant) and parent(s)/guardian(s) will not be able to excuse the absence.

ALL ABSENCES MUST BE MADE UP

Any time a student is absent from CHS for any reason, the student is required to make up that same amount of "absent" time. The same day a student returns from an absence, that student is expected to invest extra time to make up for the "absent" time. Typically, students will be scheduled into four classes per school day. CHS runs a regularly scheduled eight period school day.

Students returning from an absence are required to attend not only their regularly scheduled four periods, but are also required to stay (or come in early if they have a PM schedule) for additional periods until an amount of time equal to the "absent" time has been invested. Students are to continue on consecutive days investing extra time until the total amount of extra time equals the amount of "absent time".

Failure to comply with this make-up policy will result in action from the principal. That action could range from attendance contracts being signed by students and/or parents to a SARB/SART referral to being dropped from the CHS program and referred to Adult Education or BHS. If there are extenuating circumstances (such as a job) that preclude a student from investing extra time to make up for **excused** absences, the student will need to make arrangements with the principal as to when and how the time is to be made up. Make-up slips are available in the office.

If the student has accrued **unexcused** absences, the time is to be made-up, regardless of personal circumstances, as described above, i.e., the day they return and in consecutive periods of time. **Once a young person is accepted as a student at CHS, attendance is not an option – it is a requirement.**

SATURDAY SCHOOL & ABSENTEEISM

CHS will schedule Saturday sessions that will allow students to make up absences as well as serve out any other sort of disciplinary situation(s) as assigned by the principal. Saturday School is held from 8:00 AM to 12:00 Noon. The doors will be opened at 8:00 AM sharp and will be closed at 8:05 AM. Students that arrive after 8:05 AM are late and will not be admitted (unless prior arrangements were agreed upon with the principal). Students will be given a break at approximately 10:00 AM. **Students in attendance are required to bring homework and to be productive.** Failure to be productive will result in the student being assigned a mandatory all day schedule for two days during the regular school week.

LEAVING SCHOOL EARLY

To be excused early from school, the student can be checked out by a parent (appearing in person in the CHS office) or by obtaining a special permit from the attendance office. It is considered a truancy if the student leaves the CHS campus **for any reason** without receiving clearance from the CHS attendance office.

CLOSED CAMPUS

Central High school is a closed campus. **Closed campus at Central High School is defined as in the building (a roof over the student's head) and/or in the rear courtyard (fenced in). Anywhere other than those two locations is considered off-campus.** Students are not to be off campus during their scheduled classes or during any "Break" period. **During the "Break" period, students must remain in the building unless they are in the CHS rear courtyard.** Failure to comply with this policy will be dealt with in a progressive manner that could result in the student being dropped from CHS and referred to another educational program. This policy is in place to assist in providing the safest possible educational situation for all students.

The only exceptions to the Closed Campus Policy are:

- Students who have verified appointments (medical, dental, legal, etc.) during the school day.
- Field trips and other trips held during the school day.
- Agreement between the principal and parent(s)/guardian(s).

TARDIES

There are two types of tardies – excused and unexcused. An excused tardy occurs for legitimate reasons and the student is required to bring a note signed by their parent/guardian indicating the reason the student is late to school. Excessive excused tardies will lead to a conference between the parent(s)/guardian(s), student, and the principal. At that conference the participants will strategize on how the student's tardy situation can be alleviated. An unexcused tardy occurs when a student has no legitimate reason to be late and therefore has no note from their parent/guardian. The student will have an "admission slip" from the office indicating whether the student's tardiness is excused or unexcused. CHS response to tardiness is as follows:

1. It is the responsibility of the teacher to counsel the individual student in solving the unexcused tardy problem on the **FIRST, SECOND, and THIRD** offenses. At that time, the tardy procedure should be reviewed with the student and documented in Infinite Campus. The teacher should make parent/guardian contact if possible.
2. On the **FOURTH** and **FIFTH** unexcused tardies, the teacher will write a referral for the fourth and/or fifth tardy and documentation for the other three tardies and send the student to the principal. The principal will talk with the student regarding tardiness and contact the parent.
3. On all other unexcused tardies, students will be referred to the principal. A mandatory parent conference, preferably in person, or on the telephone, will be held to explain to the parent(s)/guardian(s) and student the consequences of continued unexcused tardies. Consequences could result in an altering of the student's class schedule, Saturday School, or for habitual tardiness, a referral to Adult Education or BHS.

NOTE It is the student's responsibility to have a hall pass when not in the classroom during class time. Loitering in the halls during class time will not be permitted and will be dealt with via a progressive discipline program by the principal.

STUDENT ILLNESS

Students who become ill during the school day need to report to the office. **If during class**, the student **MUST** ask the teacher for a pass to the office (not to the restroom); **if between classes**, the student **MUST** report directly to the office (not to the restroom). Students who come to the office should notify the office staff immediately. **Students are never to leave campus without receiving prior clearance from the attendance office during regular school hours.**

Student Productivity Expectations

Students who attend CHS are generally behind on credits and therefore must work diligently to earn credits to catch up and graduate on time. Students work at an individual pace but are required at minimum to earn at least 35 credits per semester and 70 credits per school year. Please note that the 70 is an absolute minimum and that truly dedicated students will normally earn more – it is entirely up to the student and how hard they want to work.

Course work at Central High School leads to a fully accredited high school diploma for those who remain through the 12th grade and complete district and state graduation requirements. Students are enrolled for a minimum of four (4) periods per day. Upon recommendation of the counselor and approval of the principal, a student may enroll in additional class periods for a total of (5) periods per day. Students who do not meet the minimum credit earning requirements after interventions by the principal may be dropped from CHS and referred back to their previous school and 18 year old students will be referred to Adult Education.

COURSE COMPLETION

When a student completes the required work for any class at Central High School, the instructor of that class will input those credits into Infinite Campus which will then be posted to the students transcript. The instructor will indicate in Infinite Campus the student's grade and number of credits earned. The counselor will then assign a new class in place of the class they completed. Students are highly encouraged to stay informed of their educational progress. Students may make requests for particular classes and/or instructors but there are no guarantees other than the student **will be** placed in a "required for graduation" class. Students may request an appointment with their counselor via the Counselor's Google Classroom.

RETURN TO BARSTOW HIGH SCHOOL

Per Board Policy and Education Code (48432.3, 48432.5):

The transfer to Central High School is voluntary, and the student has a right to return to the student's previous school. A student who is voluntarily enrolled in CHS may return to the regular high school at the beginning of the following school year, or at any other time with the consent of the Superintendent or Designee. It is recommended that the student and parent meet with the CHS Counselor to discuss the student's progress before transferring back to BHS. If a student wishes to return to BHS to graduate they must meet with their counselor to go over the required requirements.

Diploma and Graduation Requirements

Central High School conducts commencement exercises, and graduates are highly encouraged to participate. High school commencement is one of the few rights of passage still afforded young people, so don't miss it. It only happens one time. It's for the students, but the parent(s)/guardian(s) will appreciate it just as much, if not more. At the Central High School Commencement Ceremony, traditionally male graduates will wear a royal blue cap and gown while the female graduates will wear a white gap and gown.

GRADUATION REQUIREMENT CHART

English (Eng I, II, III, and IV required)	40 credits
Mathematics	20 credits
Integrated Math I (full year)	10 credits
Physical Science	10 credits
Life Science	10 credits
World Geography/History	10 credits
United States History	10 credits
American Government	5 credits
Economics	5 credits
Physical Education	20 credits
Health	5 credits
Technical Literacy (computers)	10 credits
Visual and Performing Arts	10 credits
Elective Credits	<u>55 credits</u>
TOTAL REQUIRED	220 credits

GRADUATING WITH A *DIPLOMA REQUIREMENTS*

Students who earn at least **220 of the required credits** (see Graduation Requirement Chart) will be eligible to receive a Central High School Diploma.

GRADUATION CEREMONY AWARDS

Each year at the Central High School Graduation Ceremony, several organizations from the Barstow area present awards and scholarships to deserving students who display dedication and perseverance during the school year towards furthering their education. These awards and scholarships vary in number and amounts each year. Graduation information will be provided to students as they complete CHS graduation requirements.

Student Recognition

NON-PRODUCTIVE STUDENT

The principal will meet weekly or bi-weekly with all students to review student productivity. Students and parents will be notified of their progress and any deficiencies will be addressed through student/parent meetings. Interventions will be put in place to ensure students have every opportunity to be successful at Central High School.

STUDENT(S) OF THE MONTH

Each month the CHS staff will select a student of the month. CHS Staff members will nominate students who show that they are Courteous, Hardworking, and Successful.

STUDENT OF THE YEAR

Each year the CHS staff will select a Student of the Year based upon the same criteria used for Student of the Month. The difference is that the selection will be based upon all work done up to the point of selection rather than a one month period.

CENTURIONS – DEDICATED and FIERCE

The Centurions -Dedicated and Fierce program is a student PBIS reward program that recognizes students who are Courteous, Hardworking, and Successful. Whenever a CHS staff member witnesses a student engaged in those types of behaviors, they award points in PBIS Rewards to that student. There will be a PBIS Store where on certain days students will be able to spend those points on reward items.

ANNUAL CHS AUCTION

Central High School holds a Student Reward Auction at which CHS students bid for items using “auction points”. Students earn points based on class productivity, attendance, behavior, participation, and going above and beyond in their daily activities and school responsibilities. These points are then used to purchase items during the auction. Many Barstow citizens, businesses, and organizations make donations to this absolutely thrilling and rewarding auction that serves to celebrate good and effective student behavior.

GENERAL SCHOOL INFORMATION

VISITORS

Our school policy is to welcome adult visitors who have legitimate business at school. Guests and visitors must register in the Attendance Office before coming on campus. **Parents are always welcome but must give a 24 hour notice and be approved before they can make a class visit during school hours.** Visitors are expected to leave campus promptly when their business is completed. **School aged non-students are not permitted on our campus.**

WITHDRAWING FROM CHS

Students who are checking out of school must present a signed parent statement of intent to disenroll the student or have a parent contact the Attendance Office. After verification, the student will be given a form to be signed by all of the student's teachers for withdrawal grades. Students are requested to notify the Attendance Office at least one day in advance of intent to withdraw from school. **A student must pay all charges and fees before that student's records and/or transcripts will be released.**

CHANGE OF ADDRESS/TELEPHONE/E-MAIL

Students must immediately report any change of address, telephone number, or e-mail address to the office. Any changes in the parent(s)/guardian(s) telephone numbers also need to be reported immediately. **Emergency contact numbers must be provided to the CHS office or the Central Enrollment Center.**

CAREER INFORMATION

Information regarding occupations, careers, colleges, and is available from the counselor or the principal.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The ASVAB is administered by the Barstow area recruiters. Questions regarding the ASVAB test can be addressed by the counselor or the principal at Central High School.

WORK PERMITS

California State Law requires that all persons under the age of 18 who are employed must have a work permit. Work permits are for the protection of the employer and the employee. Work permits are to be renewed each school year and with each change of a job. A student may obtain a work permit from the principal. To be eligible, a student must maintain a 2.0 grade point average (GPA) and maintain good attendance. **Students need to remember that the principal has the authority to revoke the work permit of any student who is not attending school on a regular basis; has a penchant for excessive tardiness; or who is not achieving credits at a minimum pace.**

BUS REGULATIONS

Transportation is only provided to a CHS student one way. Morning students will may ride the bus to school and afternoon students may ride the bus from school. Students ride the BUSD provided school buses must understand that riding the bus is a privilege and not a right. Students who ride the buses must obey all bus related rules or lose the privilege. Students who ride the bus are expected to:

- v Be prompt at arriving at the bus stop.
- v Show good manners at the bus stop.

Violators of this policy will permanently lose their bus riding privilege as per the principal.

PARKING

All students who drive themselves to school are required to park their vehicles in the East lot adjacent to the Kitchen/Student Quad area. Safe driving habits must be exercised by all students using the parking lot. Loitering in the parking lot is not permitted.

SKATEBOARDS/SCOOTERS

Skateboards and scooters are not to be ridden on the CHS campus, nor are they to be carried from class to class. Students may arrange to store in a classroom with a teacher's permission – it is entirely up to the teacher. They may also store their skateboards or scooters in the office.

TELEPHONES AND CELL PHONES

Cell phones should ideally be turned off and not be seen or heard while on the CHS campus. **Students who fail to comply with a teacher's request for the student to turn over the cell phone will be issued the appropriate discipline.** The music listening capabilities on a cell phone can only be used in a classroom with that teacher's permission. Violations to this cell phone policy are as follows:

Violation #1 Cell phone is confiscated and turned into the principal. The student must meet with the principal to retrieve the cell phone (STUDENT WARNING).

Violation #2 Cell phone is confiscated and turned into the principal. The student must have their parent/guardian come to school to meet with the principal to retrieve the cell phone. Student receives a disciplinary assignment from the principal (PARENT AND STUDENT WARNING).

Violation #3 Student is out-of-school suspended and loses cell phone privilege on the CHS campus.

Violation #4 Student is dropped from the CHS program and referred to Adult education or BHS.

Central High School accepts no responsibility for any cellular phone, IPOD, MP3 player, PSP player or any electronic signaling device. If lost or stolen on campus, it is solely the responsibility of the student. It is recommended that the devices not be brought on campus and required that they remain out of sight and silent during class time.

PERSONAL PROPERTY

The school shall not assume responsibility for the theft of, for the loss of, or damage to personal property stored, installed, used, or brought to school premises. Essentially, if it doesn't help perform mathematical operations, spell, or write, you don't need it at CHS. **Do not bring valuables to school.**

LOST AND FOUND

Lost articles found by someone do not belong to the finder. Students finding lost articles are required to bring them to the office. A lost and found box is kept in the Main Office.

STUDENT MESSAGES

Every attempt will be made to deliver emergency messages from parent(s)/guardian(s). However, there is no assurance that messages will be delivered or received by the student(s).

BULLETIN BOARDS

All notices, posters, and other information to be posted on the bulletin boards must be turned into the office staff and have the **approval of the principal prior to them being displayed on** campus.

POLICE INVOLVEMENT

School officials are not required to initiate or complete due-process procedures prior to notifying police/sheriff authorities. If police authorities are notified, a reasonable attempt will be made by CHS to contact parent(s)/guardian(s) by either telephone or mail. Any action taken by the police/sheriff authorities will be in addition to action taken by the school.

STUDENT DISPLAY OF AFFECTION

Any excessive (as defined by CHS staff members) display of affection is inappropriate on the CHS campus or at any school-sponsored events on or off the campus. Excessive refers to heavy kissing, petting, and other physical demonstrations considered by the community to be offensive when conducted in public.

SEXUAL HARASSMENT (student)

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

Any student who feels that he/she has been or is being harassed should immediately contact the principal or designee at the school. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of harassment can be filed in accordance with AR 1312.1 – *Complaints Concerning District Employees* or AR 1312.3 – *Uniform Complaint Procedures*. The principal or designee shall determine which procedure is appropriate.

The district prohibits retaliatory behavior against any complaint 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.

SALE OF GOODS

Sales of any goods will not be permitted or tolerated and items will be confiscated. Any illegal items for sale will be dealt with by the SRO and may result in suspension or being dropped from CHS.

Central High School Dress Code Policy

Most students dress neatly and appropriately. They recognize that everyone feels more at ease when properly dressed and groomed. However, a small number bring disrepute to themselves and to this school by their standards of dress. Therefore, in order to maintain a positive image of Central High School and to reinforce the attitudes of most parents and students and pursuant to California Code of Regulations, Title V, Section 320, the following dress policy has been adopted:

A pupil who goes to school without proper attention being given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the school before entering.

In an effort to keep district schools and students free from threats and/or harmful influences and to promote a positive environment for learning, the following guidelines are provided for parents, students, and school staff, to ensure appropriate standards of school dress and grooming are adhered to:

1. Hair and clothing must be neat and clean. Clothing shall be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard.
2. Safe footwear must be worn at all times. **House slippers, PAJAMAS, flip-flops, and "slides" are not permitted.** Sandals must have a heel strap that is being used. No shoes with wheels are permitted.
3. Clothing and/or accessories that suggest obscene gestures, pictures, wording, and/or are drug, alcohol, or occult related are not permitted. **The administration reserves the right to judge material on its appropriateness.**
4. Students are not permitted to wear any type of clothing, accessories, or jewelry designating membership in private clubs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
5. Hats may be worn in the building. In the classroom students must follow teacher guidelines. Do-rags or hair nets are not to be worn in the building at any time.
6. Sunglasses (unless prescription) are not to be worn inside the building hallways but not in the classroom.
7. Finger rings, body rings, bracelets, earrings, or chains which may be considered disruptive, a safety hazard, or used as a weapon are not permitted.
8. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tub tops, open-sided shirts, wife beaters, tank-tops, micro-mini skirts, short shorts, shirts and blouses which expose the sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials, which expose bare skin, ARE NOT PERMITTED. **Outer clothing will properly cover all under garments at all times.**
9. Apparel, hairstyle, or make-up which is deemed disruptive to the educational process is not permitted. Hair may not be sprayed by any coloring that would drip when wet.
10. Tattoos will be covered if they promote or cause any disruption to the educational process such as promoting drugs, alcohol, or prejudicial hatred.
11. Makeup and perfume, which may cause a safety hazard due to an allergic reaction, are prohibited at school.
12. **Anything not specifically covered in the above guidelines that is disruptive to the educational process or considered to pose a safety hazard will be left to the discretion of the school principal or designee as per BUSD Board Policy 5132 or AR 5132.**

Students in violation of the dress and grooming code will be referred to the principal or designee. It will be the responsibility of all school employees and parents to enforce this code. This code will be reviewed annually by a committee composed of administrators, teachers, parents, and students and presented to the Board of Trustees.

NON-COMPLIANCE OF DRESS CODE

Students who are unable to comply with the standards of conduct may be involved in one or more of the following actions designed to assist the student in developing acceptable behavioral patterns:

- Ø Conference with student and/or parent
- Ø Denial of school privileges
- Ø Saturday School
- Ø Removal from class
- Ø Transfer to another school
- Ø Community Service
- Ø Other means of correction as deemed appropriate

Actions may be initiated at any level and may be repeated if the principal deems appropriate. Teachers may utilize some of the strategies listed above.

Discipline

DISCIPLINE PHILOSOPHY

Central High School recognizes that appropriate behavior is a necessary prerequisite to learning and that each student must conduct themselves properly and in accord with school rules, regulations, and policies at all times. Each employee of the school is responsible for helping enforce proper student conduct.

Central High School further recognizes that situations may, unfortunately, arise that, in the best interest of the majority of the students and of the district, will necessitate the removal of a student from the school situation.

Central High School believes that close cooperation between parent(s)/guardian(s) and the school is the most effective method of preventing difficult situations from arising.

Central High School recognizes its responsibility for helping develop closer home-school cooperation. Pursuant to that end, Central High School will:

- Inform parent(s)/guardian(s) of situations that may be developing prior to the need for disciplinary action whenever possible.
- Develop and distribute clearly stated discipline policies and procedures.

Students must accept responsibility for their conduct. Ultimately, parent(s)/guardian(s) must assume the responsibility for the conduct of their children. Central High School will assist parents/guardians whenever possible by recommending services and agencies that may be of assistance. Learning is maximized in an environment that is safe in a physical and psychological sense for students and staff. To maintain that environment, the following infractions are considered unacceptable and are subject to disciplinary action. The following are broad in scope and call for the administrator or the governing board to exercise discretion based upon the merits of the situation, what's best for the student, and pursuant to California statutes. This list is not meant to exclude other infractions that might occur that could jeopardize the health, safety, or welfare of others or interfere with the educational process.

Any student recording a fight, caught instigating a fight or confrontation will face the same consequences as someone who was actually involved in the fight.

All students have the right to learn in the absence of interference.

All teachers have the right to teach in the absence of interference.

Unacceptable Student Behaviors and School

Behavior	Minimum Action	Maximum Action
1. Cause/threaten physical harm	suspension	*expulsion
2. Weapon (without CHS permission)	*expulsion	*expulsion
3. Drug/alcohol (possession)	suspension	*expulsion
4. Drug/alcohol (under influence)	suspension	*expulsion
5. Drug/alcohol (to sell/dealing)	*expulsion	*expulsion
6. Robbery/extortion	*expulsion	*expulsion
7. Vandalism (school or private)	Parent Meeting	*expulsion
8. Theft	Restitution	*expulsion
9. Tobacco (possession/use)	Warning	*expulsion
10. Obscene act/profanity	Warning	*expulsion
11. Drug paraphernalia (section 11014.5)	Suspension	*expulsion
12. Disruption of school activities	warning/parent conf.	drop from CHS
13. Knowingly receive stolen property	suspension	*expulsion
14. Possession of imitation firearm	warning/SRO	*expulsion
15. Committed sexual assault	*expulsion	*expulsion
16. Attempted sexual assault	*expulsion	*expulsion
17. Bullying a witness	suspension	*expulsion
18. Sexual Harassment	parent conf./SRO	*expulsion
19. Insubordination/defiance	warning	*expulsion
20. Tardy (habitual and unexcused)	warning	drop from CHS
21. Absences (habitual and unexcused)	warning	drop from CHS
22. Dress Code violations	*(see dress code section of this handbook)	
23. Cell phone violations	*(see Cell phone section of handbook)	
24. Electronic devices	*(see Cell Phone section of this handbook)	

Note Police/sheriff actions may be **in addition to** the school actions mentioned above. Also, because CHS is an alternate school setting and chosen by the student and/or parent/guardian, the principal may deem it appropriate to un-enroll a misbehaving and/or ineffective student from the CHS rolls and refer them to Adult Education or BHS. This can be done in addition to, or in lieu of, the school actions mentioned above.

Barstow Unified School District
Districtwide Parent and Family Engagement Involvement Policy
2023-2024 School Year
Central High School

In order to assure collaborative partnerships among Title I and Compensatory Education Programs, schools, parents, community and the Barstow Unified School District Board of Trustees, the administration is committed to:

Involve parents/guardians of participating students in the joint development of the District's Title I and Compensatory Education Programs plans and the process of school review and improvement.

The Superintendent or designee may:

- Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the Local education Agency (LEA) plan in accordance with the review schedule established by the Governing Board**
- Invite input on the LEA plan from other district committees and school site councils**
- Communicate with parents/guardians through the District Advisory Council (DAC), web site, or other methods regarding the LEA plan and the opportunity to provide input**
- Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan**
- Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans**

Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance The Superintendent or designee may:

- Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues**
- o BUSD has an Outreach Liaison to provide support for parents and students**
- o Each school site has a Parent Involvement Coordinator**

- Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

- o The District will ensure school level policies on parent involvement to address the role of the school site council and other parent/guardian in the development and review of school plans

- o Schools will include in their Single School Plan for Student Achievement a parent involvement component identifying what activities they will hold throughout the year

- Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops

- Provide information to schools about the indicators and assessment tools that will be used to monitor progress

- o School sites will be encouraged to host parent training sessions to teach parents how to help their children with reading, math, homework and study skills

- o School sites will share information related the Common Core State Standards for each grade level

- o School sites will hold parent conferences during the annual District Parent Conference schedule after the first reporting period

- o Parents of students in grades 7-12 will receive Progress Reports of students who are “at risk of failing” a class prior to the end of the grading period

- o Teachers will contact parents regularly concerning a student’s overall welfare and academic achievement using progress reports, phone calls, or parent conferences as needed

- o Teachers will meet with all parents of students who are “at risk of failing” as soon as assessments indicate a student is not mastering grade level standards

- o Teachers will develop Individual Learning Plans for students who are “at risk of failing” in cooperation with parents

Build the capacity of schools and parents/guardians for strong parent involvement

District Strategies for Title I schools

The Superintendent or designee shall:

- Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

- **Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement**
- **Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools**
- **To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, District Pre-School Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.**
- **Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand**
- **Provide other such reasonable support for parent involvement activities as parents/guardians may request**
- **Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students**
- **In addition, the Superintendent or designee may:**
 - o **Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training**
 - o **Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training**
 - o **Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions**
 - o **Train parents/guardians to enhance the involvement of other parents/guardians**
 - o **Arrange school meetings at a variety of times or, when parents/guardians are able to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students**
 - o **Adopt and implement model approaches to improving parent involvement**
 - o **Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs**
 - o **Develop appropriate roles for community-based organizations and businesses in parent involvement activities**

- o **Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families**
- o **Provide a master calendar of district activities and district meetings**
 - o **Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means**
 - o **Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions**
 - o **To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed**
 - o **Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions**
 - o **Regularly evaluate the effectiveness of staff development activities related to parent involvement**
 - o **Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations**

Coordinate and integrate Title I parent involvement strategies with Head Start, District Pre-School Program, After School Program, public preschool, and other programs

The Superintendent or designee may:

- **Involve district and school site representatives from other programs to assist in identifying specific populations needed.**
- **Schedule joint meetings with representatives from related programs and share data and information across programs.**
- **Develop a cohesive, coordinated plan focused on student needs and shared goals.**

Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I.

The Superintendent or designee shall:

- **Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background**

- Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the Parent Involvement and Family Engagement Policy

- o Parent surveys will be completed annually. The District Parent Advisory Committee will be informed of the results and will also be shared with staff and School Site Council

- Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request

The Superintendent or designee may:

- Use a variety of methods, such as focus groups, surveys, and workshops to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications

- Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged

- Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement

Involve parents/guardians in the activities of schools served by Title I

The Superintendent or designee may:

- Include information about school activities in district communications to parents/guardians

- To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs

- Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:

- Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

- Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
- Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's Parent Involvement and Family Engagement Policy and, if applicable, the joint development of the plan for school wide programs
 - o The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students
- Provide the parents/guardians of participating students all of the following:
 - o Timely information about Title I programs
 - o A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - o If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education and as soon as practicably possible, responses to the suggestions of parents/guardians
 - If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
 - Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards
- This compact shall address:
 - o The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
 - o Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - o The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

- Frequent reports to parents/guardians on their children's progress
 - Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities "District Strategies for Title I Schools" above
 - To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required in a format and language such parents/guardians can understand.

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school.

KNOW YOUR RIGHTS - MCKINNEY VENTO HOMELESS EDUCATION ACT

- **The McKinney-Vento Homeless Education Act is a federal law that protects the educational rights of students experiencing homelessness. It defines “homeless children and youths” as any student who lacks a fixed, regular, and adequate nighttime residence.**
- **Families who lack a fixed, regular, and adequate nighttime residence. (i.e. shelter, motel, campground, car, park, doubled-up with other people etc.) may qualify for certain rights and protections under the McKinney-Vento Act. To self-identify, please complete the BUSD Student Housing Questionnaire (SHQ) and turn it to the Enrollment Center.**
- **A student can remain at the same school when permanently housed, where last enrolled, or where enrolled within the last 15 months where the student has a connection. They also have the right to remain in the school and District if they are experiencing homelessness, the right extends until end of the school year and for high school, it extends until high school graduation.**
- **Transportation assistance to and from school may be provided if requested and mileage requirements are met. Be sure to ask the Outreach Liaison.**
- **Students have a right to immediate enrollment in school even if they are unable to produce records normally required for enrollment such as transcripts, other education records, medical records including immunizations, or proof of residency. The youth also have a right to attend school even if they do not have uniforms or other supplies required by the school.**
- **Partial credits must be accepted by a school based on "weeks of enrollment", regardless of whether a student completed the semester at their previous school. A student may maintain grades and credits earned from a previous school placement, even if they transferred mid-semester.**
- **Graduation exemptions are available if a student meet specific criteria; if they were identified as experiencing homelessness during a school change after second year of high school and are not on track to graduate with District graduation requirements.**

If a dispute arises over school selection or enrollment of a student experiencing homelessness, the student must be immediately enrolled, pending the resolution of the dispute and the Outreach Liaison must be contacted. The District’s Uniform Complaint Procedures (UCP) may be used to report noncompliance with applicable state and federal laws and regulations and/or to appeal District decisions regarding such complaints. UCP brochures and complaint forms are available at:

<https://www.busdk12.com/resources/williams-uniform-complaint-procedure>

SCHOOL DISTRICT'S NONDISCRIMINATION NOTICE

BUSD Nondiscrimination Statement: The Barstow Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

Barstow Unified School District's Non-Discrimination Statement and Title IX (Sexual Harrassment) Notice and information can be accessed on the District's website under RESOURCES>NON-DISCRIMINATION STATEMENT AND TITLE IX (SEXUAL HARRASSMENT) NOTICE,

<https://www.busdk12.com/resources/non-discrimination-statement-and-title-ix-notice>

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Jorge Gutierrez

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BARSTOW UNIFIED SCHOOL DISTRICT NOTICE OF COMPLAINT PROCEDURES FOR STAFF, STUDENTS, PARENTS AND GUARDIANS

The Barstow Unified School District ("District") is responsible for investigating and responding to complaints that allege violations of state and federal law and District policies. The District has adopted Board Policies ("BPs") and Administrative Regulations ("ARs") which outline the District's procedures for filing, investigating and responding to various complaints.

The District is committed to responding to complaints promptly, adequately, and impartially.

The District protects all complainants and witnesses from retaliation and ensures all parties are treated fairly throughout the District's investigation process. This Notice summarizes the District's complaint procedures.

Uniform Complaint Procedure (UCP)

Complaints alleging retaliation, discrimination, harassment, intimidation, or bullying on the basis of any protected characteristic including disability, gender, gender identity, gender expression, nationality, immigration status, national origin, race or ethnicity, religion, and/or sexual orientation, and complaints alleging violations of state or federal laws governing educational programs, including non-compliance with laws relating to pupil fees and the District's Local Control and Accountability Plan (LCAP) are subject to the District's Uniform Complaint Procedure ("UCP"), contained in BP and AR 1312.3.

UCP complaints may be filed in a written complaint or reported orally. The District will provide a prompt, adequate and impartial response to any complaint, either reported orally or provided in writing. The District will assist any complainant in the filing of a UCP complaint if the complainant is unable to put the complaint in writing, due to a disability or illiteracy. The District's compliance officer(s) is responsible for receiving, coordinating the investigation and responding to UCP complaints.

The District's UCP compliance officer(s) is:

Jorge Gutierrez, Asst. Supt., Personnel Services
551 S. Avenue H, Barstow, CA 92311
(760) 255-6041
jorge_gutierrez@busdk12.com

Complaints subject to the UCP will be investigated pursuant to the District's BP and AR 1312.3. The District will commence an impartial investigation into the allegations in a UCP complaint within ten (10) days of receiving a complaint. The District will investigate anonymous complaints to the extent possible.

Within thirty (30) calendar days of the District's receipt of the complaint, the District will prepare and send the complainant a written report of the investigation summarizing its findings, including a determination for each allegation. The timeline for completing the investigation and sending the written report may be extended by written agreement with the complainant. In certain situations, if the parties voluntarily agree to pursue an informal resolution and such resolution is permitted by BP/AR 1312.3, the District will provide notice of any resolution reached through the informal process. Additional information about the rights pursuant to the UCP, including appeal rights, and the UCP process may be found at [BUSD Uniform Complaint Procedures Board Policy/Admin. Regulation](#)

Title IX Complaints by Students or Parents/Guardians

Students or parent/guardians who believe any student has been subjected to sexual harassment by another student, District employee, or third party, may file a complaint using the District's Title IX Sexual Harassment Complaint Procedures, contained in BP and AR 5145.7. Complainants may file a Title IX complaint with a teacher, principal, the District's Title IX Coordinator, or any other District employee. District employees who receive a report or observe an incident of sexual harassment are required to file a complaint within one school day of receiving the report.

Sexual harassment complaints meeting the definition of sexual harassment under the Title IX regulations will be investigated in accordance with BP and AR 5145.7 and AR 5145.71. All other sexual harassment complaints will be investigated in accordance with the District's Uniform Complaint Procedures, contained in BP and AR 1312.3.

For complaints investigated pursuant with AR 5145.71, the District shall prepare and send the complainant and respondent (the accused) a written decision within forty-five (45) calendar days of the District's receipt of the complaint. This timeline may be extended by written agreement with the complainant and respondent.

The District will respond to complaints investigated pursuant to BP and AR 1312.3 within thirty (30) days of the District's receipt of the complaint. This timeline may also be extended by written agreement with the complainant and respondent.

The District's Title IX Coordinator is:

Scott Godfrey, Asst. Supt., Educational Services
551 S. Avenue H., Barstow, CA 92311
(760) 255-6021
scott_godfrey@busdk12.com

Complaints Concerning Employees

Complaints concerning District employees may be filed by anyone in accordance with the District's Complaints Concerning Employees procedure, contained in BP and AR 1312.1. Complaints regarding District employees may be filed in writing with the principal or other immediate supervisor of the employee. Complaints regarding a principal or District administrator may be filed with the Superintendent or designee. Any complaints regarding the Superintendent may be filed in writing with the Board. The District will provide assistance to any complainant who is unable to file a complaint in writing.

The District will attempt to resolve complaints regarding employees within thirty (30) days.

Complaints alleging that an employee engaged in discrimination, retaliation, harassment, intimidation or bullying in District programs and activities shall be filed and investigated in accordance to the District's Uniform Complaint Procedure, contained in BP and AR 1312.3. Any complaint by an employee, job applicant, volunteer, adult and non-enrolled district or school intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Employees Filing a Complaint that They Have Experience Sex-based/Sexual Harassment

Sex-based harassment includes, but is not limited to, harassment that is based on sex, gender, gender identity, gender expression or sexual orientation, pregnancy, childbirth or related medical conditions. Sex-based harassment complaints, including sexual harassment complaints, filed by District employees, adult and nonenrolled interns, volunteers, contractors, job applicants and other persons with an employment relationship with the District may be filed using BP and AR 4119.11, or, as applicable, according to the District's Title IX Sexual Harassment Complaint Procedures, contained in BP and AR 4119.12.

District employees who feel they have been harassed on the basis of sex at work or have knowledge of any incident of harassment on the basis of sex by or against another employee are required to report the incident to their direct supervisor, a District administrator or the District's Title IX Coordinator. Formal complaints may be filed with the Title IX Coordinator. Supervisors and administrators are required to report any sex-based harassment complaints they receive to the Title IX Coordinator.

Sex-based harassment complaints meeting the definition of sexual harassment under the Title IX regulations will be investigated in accordance with BP and AR 4119.12. All other sex-based harassment complaints will be investigated pursuant to AR 4030.

For sex-based harassment complaints investigated pursuant to BP and AR 4119.12, the complainant and respondent will receive a written decision within forty-five (45) calendar days of the District's receipt of the complaint. The timeline can be extended for good cause with written notice to the complainant and respondent.

Effective September 24, 2021