



# Annual Notification Booklet 2024-2025

In case of a school emergency, please refer to the District's website (<https://www.ouhsd.org/>) for information.

Please do not attempt to call the school or pick your child up from school unless the information posted on the website says it is okay to do so.

**Please review the material in this booklet.  
Contact your student's school or the  
Superintendent's office for additional information  
on any of the enclosed policies.**

# Table of Contents

Superintendent's Letter.....	1
District Core Beliefs and Mission & Vision Statements.....	2
District/School Contact Information.....	3
Critical Incidents at School.....	4
Statement of Guiding Principles.....	5
Attendance Policy.....	7
Tardy Policy.....	9
Attendance Options.....	11
Alternative Education, Independent Study, Home Hospital, Continuation School, Intra-District Transfers, Inter-District Transfers, Transfer Rights for Victims of Bullying	
Pupil Support Services.....	16
Culturally Responsible Behavior Intervention and Supports, Progressive Intervention.. Policy, Positive School Climate, AP Exam Fees, Services to Students with Disabilities, Section 504, Drug, Alcohol & Tobacco Prevention, Academic and Career Counseling, Mental Health Services, Suicide Prevention, Education for Homeless, Foster Youth, and Children of Military Families, Student Meal Program, and Student Bills, Trusted Person on Campus, Disability Advocacy Information, Translation Services	
School Accountability Report Card.....	21
Discipline.....	21
Corporal Punishment, Community Service, Lunch Intervention, Seniors Ineligible to Participate in Graduation Activities, Release of Pupil to Peace Officer, Parent Responsibilities, Pupil Search and Seizure, and Canine Detection	
Appropriate Attire.....	24
Student Health.....	20
Immunizations, Lice Notification, Medication, Health Care Plans, Health Examinations, Tobacco/Vaping on Campus, Sun Protective Clothing, Confidential Medical Services and Medical & Hospital Insurance	
Health Instruction.....	21
English Learner Parent Rights.....	21
Parent Choice and Parent Request for New Programs	
General Rights/Information.....	23
Cell Phone Policy, Dance Guidelines, Dissection of Animals, Employees Interacting with Students, Free and Appropriate Education, Married/Pregnant/Parenting Students, Personal Beliefs, Pets/Animals on Campus, and Visitors/Guests on Campus	
Student Records.....	26
Location of Student Records, Legal Names, Release of Directory Information, Confidential Information, and Permanent File	
Graduation Requirements.....	28
Coursework and Graduation Requirements for Migratory and Newly Arrived Immigrant Students, State Testing, and Certificate of Completion	
College Requirements.....	31
Portrait of a Graduate, College Admission Requirements, Basic College Requirements, Community College, CSU System, UC System, A-G Requirements, Private/Independent/Technical Schools, Financial Aid Requirements, and Division I and II NCAA Requirements	
Career Technical Education.....	33
California Scholastic Federation (CSF).....	33
Student Clubs and Athletics.....	34
Due Process Protections and Complaints.....	34
Non-Discrimination in District Programs and Activities, Uniform Complaint Procedure, and Williams Act Uniform Complaints	
Asbestos Management Plan.....	35
Pesticide Use.....	35
Internet Use.....	36
Work Permits.....	36
Additional Information/Questions.....	36

Dear Students and Families of the Oroville Union High School District,

Welcome to the Oroville Union High School District! As the new superintendent of OUHSD I am thrilled to extend a heartfelt welcome to you and your family as we embark on an exciting journey together. Whether you are new to our district or returning, we are delighted to have you as part of our vibrant community.

At Oroville Union High School District, our foremost priority is the success and well-being of every student. Our caring and dedicated staff are committed to providing a nurturing environment where each student can thrive academically, socially, and personally. We are proud to offer a wide array of academic support to meet the diverse needs of our students. Through developing teacher/student connections, increased focus on collaborative instructional practices and the integration of technology, we ensure that our teaching methods are effective. Our goal is to prepare students not only for higher education but also for successful careers in a variety of job fields equipping them with the skills needed for a rapidly evolving world.

In addition to our rigorous academic offerings, Oroville Union High School District provides numerous extracurricular opportunities that foster the development of lifelong skills and positive experiences. Whether your child is interested in athletics, technology, music, art or other enriching activities, they will find a welcoming community where they can explore their passions and talents.

We understand the importance of keeping parents and guardians informed about their child's progress. Through our Aeries system, you will have access to real-time data to monitor your child's academic journey closely. This transparency strengthens our partnership with families and ensures that together, we can support each student in reaching their full potential. Furthermore, our commitment to continuous improvement is evident in our approach to student learning. We employ research-based practices and provide various interventions to support students in meeting graduation requirements and pursuing their post-secondary goals.

As Superintendent, I am honored to lead the district as we continue our commitment to value academic excellence, student well-being, and community collaboration. I invite you to explore all that Oroville Union High School District has to offer and to engage actively in your child's education journey.

Once again, welcome to the Oroville Union High School District family! I look forward to a successful and rewarding school year ahead, filled with growth, achievement, and memorable experiences for our students.

Warm regards,



Douglas J. Williams, Superintendent  
Oroville Union High School District



## District Core Beliefs and Vision & Mission Statements

### Core Beliefs

We believe:

- When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
- Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
- Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

### Vision Statement

OUHSD is committed to providing every student with equitable educational and extra-curricular opportunities that prepare them to be college and/or career ready. Every school will have a positive climate that focuses on being safe, responsible and respectful.

### Mission Statement

Preparing students for the future today.

## District/School Contact Information

Superintendent .....	Mr. Douglas Williams
Governing Board President .....	Mr. Scott Damon
Governing Board Vice President.....	Mrs. Amber Englund
Governing Board Clerk .....	Mrs. Bonnie King
Trustee .....	Mr. Ray Sehorn
Trustee .....	Mr. Tyler Smith

District Office  
2211 Washington Ave.  
Oroville, CA 95966  
(530) 538-2300  
[www.ouhsd.org](http://www.ouhsd.org)

### District Schools

Las Plumas High School.....538-2310  
Principal: Ms. Shanna Lee Assistant  
Principal: Ms. Amy Stemple Assistant  
Principal: Mr. Scott Otis

Oroville High School .....538-2320  
Principal: Mrs. Kristin Wiedenman  
Assistant Principal: Mr. Doug Criddle  
Assistant Principal: Mrs. Lauri Touchette

Prospect High/Community Day School.....538-2330  
Continuation School Principal: Mr. Brian Spears

Oroville Adult Education/Independent Study/.....538-5350  
Home Hospital  
Director of Alternative Education: Ms. Mary Lynch

# Critical Incidents at School

## Role of Parents/Guardians during a Critical Incident at School

The most important objective in all our emergency planning and practices is to keep our students safe. In order to meet that goal, we are implementing and practicing the most current procedures in partnership with our public safety responders. Parents play a critical role in our partnership. Parents provide the most help for their child's safety by doing the following during an emergency situation at any school in the Oroville Union High School District (OUHSD):

**Parents should not go to school, until they are directed where to go to pick up kids as outlined on the OUHSD website ([www.ouhsd.org](http://www.ouhsd.org)).**

**Parents should not call the school or district office for information during an incident.** Doing so ties up phone lines that are also being used during an incident at one of our schools. Please access the OUHSD website for the most up to date information during emergency situations. Schools will also use an automated caller system to contact parents and guardians via phone and/or email with up to date information on any major incident on any OUHSD campus.

**OUHSD will broadcast up to date information on our website ([www.ouhsd.org](http://www.ouhsd.org)) and via Parent Square communications. we will also allow students to use cell phones to notify parents of the incident if safe to do so.** Schools will also use an automated caller system to contact parents and guardians via phone and/or email with up to date information on any major incident on any OUHSD campus.

**Follow directions from the Police, Fire Departments, and/or school personnel and encourage other parents to do the same.** The Police, Fire Department and/or school personnel are in charge of the situation until it is under control and they are doing what needs to be done in order to keep your child safe.

**Do not believe everything you hear from the media.**

Media information is often incomplete or even incorrect, especially in the beginning of an event when information changes from minute to minute.

**Discourage rumors.** Rely on what you're being told from public safety or school officials. We know you need information and we will be trying to get it to you in a timely manner.

**Remain calm.** An emergency does not last forever. You will be reunited with your children as soon as possible. Try to keep other parents calm and centered as well. When you do reunite with your child, stay calm and show confidence in your child's ability to safely handle the situation. Your confidence will help your child bounce back to normal.

Once the situation is under control, the district and school sites will post information on their websites and send an automated caller message letting parents know the status of school (closed, open, etc.) and/or where students can be picked up and checked out of school.

After an incident at school, watch for signs of unusual behavior from your child. Should your child have a reaction to an event, parents usually see the signs at home before anyone else. Call the school or the Butte County Behavioral Health Department numbers listed below.

Information Line: 891-2850

Youth Crisis Lines: (800) 371-4373 or (530) 891-2794

## Statement of Guiding Principles

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort

The referral of students from the classroom environment for misbehavior should be avoided. To the fullest extent possible, staff shall use tiered interventions that keep students in school and participating in the instructional program. Other means of correction will be documented to support students and ensure consistency, equal application, and fidelity in implementation.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to themselves or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

<https://www.ouhsd.org/parents-students/guiding-principles>



# OROVILLE UNION HIGH SCHOOL DISTRICT

## GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

School-Wide Positive Behavior Intervention and Support

The Oroville Union High School District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students.

Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruption and obstacles that impede learning.

### 1. RESPECT

- I treat others the way I want to be treated
- I respect laws, rules, and school authority
- I treat people fairly and respect their rights
- I respect private and public property

### 2. RESPONSIBILITY

- I take responsibility for my actions
- I choose how I respond to others
- I return what I borrow

### 3. APPRECIATION OF DIFFERENCES

- I look for the good in others
- I respect each person's right to be different
- I see cultural diversity as an opportunity for learning

### 4. HONESTY

- I am honest with myself and others
- I act with integrity
- I avoid spreading rumors or gossip

### 5. SAFETY

- I engage in safe activities
- I keep my body and mind healthy
- I choose only those things that are really good for me

### 6. LIFE-LONG LEARNING

- I come to school prepared to learn
- I give my best in everything I do
- I am open and alert to solutions

When you model the Guiding Principles for the School Community,

**you**

- Treat others with respect
- Find peaceful solutions
- Listen to each other
- Are drug free
- Keep our school clean
- Have healthy friendships
- Produce your own work
- Maintain honesty and integrity
- Show empathy and compassion
- Defend others' rights
- Appreciate differences
- Respect the property of others
- Engage in safe activities

And **you** don't tolerate:

- Bullying and intimidation
- Weapons
- Fights, threats, and violence
- Drug possession and sale
- Graffiti and vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers



# Attendance Policy

As the parent of a pupil you have many rights and responsibilities. The California Education Code sections 48940-48984 require that the district annually notify you of these rights. You have a right to receive a copy, upon request, of the district policies relating to the governance and disciplining of students under the jurisdiction of the district (E.C. 35291). This booklet explains much about these laws, policies and statutes. Please read this booklet carefully.

Teachers build your student's education one day at a time, so every day is essential. Graduation may be put in jeopardy if too many days of school are missed. Work with the teachers when your student must miss school. Get necessary homework assignments and review work and see that they are turned in on time.

## **Excused Absences Make-Up Allowed (E.C. 48205, CCR Title 5, Section 420)**

Absences listed below are excused when verified in accordance with Education Code and Board Policy:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health.
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometrical, or chiropractic appointment
4. Attendance at funeral services for a member of the student's immediate family (student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household). Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
5. Jury duty in the manner provided by law.
6. Illness or medical appointment of a child to whom the student is the custodial parent.
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to:
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observance of a religious holiday or ceremony
  - d. Attendance at religious retreats for no more than four hours per semester
  - e. Attendance at an employment conference
8. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization or service as a member of a precinct board for an election pursuant to Elections Code 12302
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment. Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee.
10. Attendance at a naturalization ceremony to become a United States citizen
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people.

12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school.
13. Work in the entertainment or allied industry. Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year.
14. Participation with a nonprofit performing arts organization in a performance for a public school audience. A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school.
15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances.

**Methods of Verification**

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note.

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation verifying the reason for the absence. 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. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, 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
3. Reason for absence 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.

**A parent may excuse up to 10 absences for illness with a note. A doctor's note will be required for all illness absences after a total of ten cumulative absences, or the absence will be considered unexcused.**

### **Tardy Policy**

All students are to be in class before the tardy bell rings and the class begins. Punctuality, good attendance, and engagement in learning must be taught explicitly through CR-PBIS school-wide lessons in alignment with the district and school-wide behavioral expectations of “Be Safe, Be Respectful, Be Responsible”.

The following interventions will serve as a guide for OUHSD teachers and staff to encourage positive attendance and eliminate or reduce tardies. All incidents and interventions are to be documented by teachers, counselors and administration in AERIES.

#### **Tier I (Teacher Intervention Tardies 1-4)**

1. Teachers will give students a verbal warning and counsel students to be in class on time.
2. Teachers will give students a verbal warning to be in class on time and make parent/guardian contact to discuss the importance of good attendance and any potential student supports needed.
3. Teachers may assign lunch intervention to their student in their classroom and have students reflect on the importance of punctuality and good attendance for success, as well as an opportunity to discuss barriers or supports.
4. If tardiness persists after participating in lunch intervention a referral will be sent to the student’s counselor for Phase II intervention.

#### **Tier II (Counselor/Social Worker/Targeted Case Manager Intervention Tardies 5-6)**

Teachers will send a referral to the student’s counselor, School Social Worker, or Targeted Case Manager for Tier II intervention. Interventions may include intervention with their counselor, School Social Worker, or Targeted Case Manager during lunch intervention, parent/student conference and/or request that a parent shadow the student on campus to reinforce positive behavior. This is also an opportunity to have a conversation related to potential barriers or student supports.

#### **Tier III (Administration Intervention)**

Tardies in excess of 7 periods will be referred to administration. Interventions may include lunch intervention, parent to shadow the student on campus, parent/student conference or the loss of school events such as athletics, school dances, field trips, etc. If needed, an SST can be coordinated to explore all options to help the student improve their attendance.

### **Chronic Absence and Truancy**

When a student is identified as a chronic absentee (missing 10% or more of the school year), the Superintendent or designee shall communicate with the student and their parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian 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 (SST) or school-site attendance review team to assist in evaluating their needs and identifying strategies and programs to assist them.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Whenever chronic absenteeism is linked to a health issue or non-school condition, the Superintendent or designee 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 Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266.

The Superintendent or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341.

Only pupils with excused absences have the privilege of making up missed work. Pupils will not be excused for family vacations or business trips. The pupil's parent/guardian shall be given three days to explain an absence. If the absence is not verified, it shall be recorded as unexcused.

Any pupil who is absent for excused reasons shall be allowed to make-up assignments and tests missed during the absence, and shall be given full credit for such assignments. Such work must be completed within a reasonable period of time. Each teacher for each specific class determines necessary and appropriate make-up work, which may or may not be identical to the work missed during the absence. **Responsibility for requesting missed work lies with the student.**

### **Truancy Referrals to Community Day School**

A student is deemed a habitual truant by the school sites when the student has 10 or more absences and/or has received three letters from the school sites as outlined in the District's Truancy Mediation process and is still not attending school on a regular basis. The site administrator/designee will meet with the student and their parents/guardians to develop an attendance contract. If the student and parent do not show up for the meeting, refuse to sign the contract or do not fulfill the terms and conditions of their attendance contract, the student may be scheduled to attend a School Attendance and Achievement Review Team (SAART) meeting. Students who are referred to SAART and fail to improve their attendance may be referred to an alternative education program.

### **Failing Grades Due to Truancy**

Chronic truancy and tardies may affect a student's grades. Governing board policy requires that whenever a student is in danger of failing a class, a student/parent conference be held to assist families with overcoming barriers to attendance and poor grades. The refusal of the parent to attend the conference or respond to the written report shall not prohibit the student from receiving a failing grade. For these reasons the district strongly encourages all parents to see that students attend school on-time and on a regular basis.

### **Parenting Students/Excused Absences to Care for a Sick Child**

Per Education Code section 48205, subsection (a)(6), parenting students may be absent from school to care for a sick child without a doctor's note.

### **Leaving School at Lunch Time**

Please refer to your school's policies regarding leaving school during lunch and open campus.

# Attendance Options

## **Alternative Education**

The district recognizes the need to provide educational alternatives and options for all students in the school district. The district supports options which maximize the opportunity for students to develop positive values, recognizes that the best learning occurs when the pupil has a desire to learn, and the pupil is self-motivated to learn. In the event that any parent, pupil or teacher is interested in further information concerning alternative schools, contact your student's counselor

## **Independent Study**

This program is for serious students who are motivated, self-disciplined independent learners who prefer to study at home rather than in a standard school environment. An online platform will be used primarily but traditional paper packets are available on a limited basis. This program is voluntary. Please contact your student's counselor for more info.

## **Home Hospital**

A student is eligible to receive Home and Hospital Instruction if they have a temporary illness, injury or medical condition that makes attendance in regular day classes either impossible or inadvisable. This determination is made by a physician, who must complete a "Physician's Statement Requesting Home and Hospital Instruction" form. The Physician's Statement expires at the end of the school year and must be renewed if needed. The student must have a temporary disability that includes: disabled by accident, physical mental or emotional illness. Please notify your student's counselor about a temporary disability or presence in the hospital.

## **Continuation School**

Las Plumas High School and Oroville High School students may be counseled to voluntarily transfer to Prospect High School if they become credit deficient. The graduation requirement at Prospect High School is 180 credits (40 less than Las Plumas High School and Oroville High School). Students have the ability to earn 5 credits in each class per twelve week trimester. They can also earn variable credit based on the quantity and quality of the work completed.

## **Intra-District Transfers**

An intra-district transfer is required for students who live one school zone (LPHS or OHS) and wish to enroll at the other school. Transfers are due in January. Requests submitted after the deadline will be placed on a waiting list and processed as space becomes available. Parents are responsible for providing transportation. Students who transfer after their freshman year may face athletic eligibility issues if they haven't physically moved to a new house. Please contact your Athletic Director for more information. The transfer form can be found on the district's website ([ouhsd.org](http://ouhsd.org)) under the [Parents/Students](#) tab.

## **Inter-District Transfers**

An inter-district transfer is required for students who live in the Oroville Union High School District boundary but choose to attend school in another district, such as Chico or Durham. Students living outside the OUHSD, such as Marysville, would submit the same form to transfer into our district. Parents are responsible for providing transportation. The transfer form can be found on the district's website ([ouhsd.org](http://ouhsd.org)) under the [Parents/Students](#) tab.

## **Transfer Rights for Victims of Bullying:**

Students who are experiencing bullying at any of our schools have the right to request a transfer to another school in the district. If other district schools are at capacity, the student may request a transfer to a school outside of our district.



## Oroville Union High School District

### Your Rights – Transfers to the Prospect Continuation High School

Transfers to Prospect Continuation High School are governed by Board Policy and Administrative Regulation 5116.2. If you are considering a transfer or if an involuntary transfer has been recommended, you will be provided with a copy of this policy and procedure.

#### Involuntary Transfer

I. Reasons for Transfer

An involuntary transfer to Prospect Continuation School can only be made if (1) you have committed an act for which you could be suspended or (2) you are truant or do not attend school regularly and the District has provide other supports, interventions, and services to assist you but those have not worked. The exception to the requirement to exhaust other ways of helping you improve before transfer is if the principal has determined that your presence causes a danger to other people or threatens to disrupt the school's instructional process.

II. Review of Options, Progress, Needs, Services, and Supports Before Decision

Before a recommendation is made for an involuntary transfer to the continuation school, the Superintendent or someone he or she picks must review all of the educational options, your academic progress and needs, whether additional support services and resources can help you stay at your school, and whether space is available at another high school.

III. Written Notice of Transfer

If after completing these steps, the Superintendent or someone he or she picks decide that an involuntary transfer is the best educational option, you and your parent/guardian shall receive written notice of the decision that includes the opportunity to meet with the Superintendent or someone he or she picks prior to being transferred.

IV. Meeting with Superintendent or Designee

At the meeting with the Superintendent someone he or she picks, you must be told the specific facts and reasons that a decision to transfer you has been made. You can look at any of the documents relied on, such as those showing supports and interventions were tried. You can question any of the information and even present witnesses (like a teacher or counselor) in support of your desire to stay at your current school or go to another one.

You can have anyone attend the meeting with you to support you.

V. Written Decision and Length of Transfer

After the meeting, a decision whether to transfer you shall be made. If the decision is to transfer, it shall be in writing, stating the facts and reasons for the decision and that the transfer cannot go for longer than the end of the semester that follows the semester when you committed the acts that caused the transfer.

The written decision must be sent to you and your parent/guardian.

None of the people involved in the final decision to transfer you can be a staff member of the school where you are currently enrolled.

VI. Written Recommendation to Stay Longer at Continuation High School

The Prospect Continuation High School Principal can recommend that you stay for an additional semester, if it will be good for you as a student. The recommendation must be provided in writing to your parent/guardian and include a meeting date with the Superintendent and Principal to review how you are doing at the school, your credits earned, the number you need to graduate, and your options for college and other post-secondary schools. At this meeting, you also have the right to review documents and to bring support people and witnesses. If your parent/guardian decides that you should return to the regular high school, you have the right to go. If your parent/guardian decides to keep you at the continuation high school, the District will give you a document to review and sign that reflects this decision and a copy of Board Policy and Administrative Regulation 5116.2. (BP/AR 5116.2)

**Voluntary Transfer**

You can also transfer voluntarily to the Continuation High School. Before doing so, you can request to meet with a counselor, principal, or administrator from your current school and the continuation school to discuss whether this is the best option. If you voluntarily transfer, you have the right to return to the regular high school at the beginning of any new semester or at any time, if a person who the District Superintendent picks says it is okay. While at the continuation school and before you return to a comprehensive high school, you will receive counseling about the credits you earned, the credits you need to graduate from the continuation school, and the credits you need to earn to graduate from a comprehensive school. The District will also give you a copy of Board Policy and Administrative Regulation 5116.2.

**Students with Disabilities or Suspected Disabilities**

If you have an Individualized Education Program (IEP), a Section 504 plan, or you think you may have a disability (e.g., dyslexia or Attention Deficit Hyperactivity Disorder), the District has a duty to make sure that you have all of the services and supports you need to receive an appropriate education and to progress from grade to grade. Before changing your placement to a continuation school, the District must follow specific procedures, including holding an IEP or Section 504 meeting and deciding whether any behavior difficulties you are having are related to your disabilities. The District is also required to obtain records from your prior school districts regarding any services and plans you have had in the past, discuss your progress, and assess whether such a transfer will meet your unique needs and whether you need an assessment. You and your parent/guardian have a right to dispute any placement decision and to receive a hearing and information about other protections available under special education and disability laws.

(AR 5166.2)

You must receive a copy of this document if you will be transferred to the Prospect Continuation High School. I received a copy of the "Your Rights" in the transfer process document, and I have had an opportunity ask questions. I have also received a copy of the Board Policy and Administrative Regulation 5116.2.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian (if student is minor)

\_\_\_\_\_  
Date



## Oroville Union High School District

### Your Rights – Transfers to the OUHSD Community Day School

Transfers to OUHSD Community Day School are governed by Board Policy and Administrative Regulation 5116.2. If you are considering a transfer or if an involuntary transfer has been recommended, you will be provided with a copy of this policy and procedure.

#### **Involuntary Transfer**

##### I. Reasons for Transfer

An involuntary transfer to OUHSD Community Day School can only be made if you were: (1) expelled for any reason; (2) the Probation Department referred you pursuant sections 300 and 602 of the Welfare and Institutions Code; or (3) a referral was made by a School Attendance Review Board.

Before you are transferred for either reason (2) or (3), the District needs to show that it provided you with other supports, interventions, and services to help you improve your behavior, attendance, and/or progress in school and those supports, interventions, and services did not work. The exception to the requirement to exhaust other ways of helping you before transfer is if the principal has determined that your presence causes a danger to other people or threatens to disrupt the school's instructional process.

##### II. Written Notice of Transfer

If after completing these steps, the Superintendent or someone he or she picks decide that an involuntary transfer to the OUHSD Community Day School is the best educational option, you and your parent/guardian shall receive written notice of the decision that includes the opportunity to meet with the Superintendent or someone he or she picks prior to being transferred.

##### IV. Meeting with Superintendent or Designee

At the meeting with the Superintendent or someone he or she picks, you must be told the specific facts and reasons that a decision to transfer you has been made. You can look at any of the documents relied on, such as those showing supports and interventions were tried. You can question any of the information and even present witnesses (like a teacher or counselor) in support of your desire to stay at your current school or go to another one.

You can have anyone attend the meeting with you to support you.

##### V. Written Decision and Length of Transfer

After the meeting, a decision whether to transfer you shall be made. None of the people involved in the final decision to transfer you can be a staff member of the school where you are currently enrolled.

If the decision is to transfer, it shall be in writing, stating the facts and reasons for the decision. The written notice will also say that the transfer cannot go for longer than the end of the semester that follows the semester when you committed the acts that caused the transfer, unless you and your parent/guardian receive written notice telling you that the involuntary transfer has been extended. Any extension must be consistent with your expulsion order, if one exists, or another agreement.



The written decision must be sent to you and your parent/guardian.

**VI. Written Notice to Stay Longer at Community Day School**

If you later receive written notice that the district is planning to extend your enrollment at the community day school, you have a right to request a meeting with the District Superintendent or someone he or she picks to review that decision. However, you need to make the request for the meeting within ten (10) days of receiving the written notice; the notice should inform you again of this timeframe.

At this meeting, you also have the right to review documents and to bring support people and witnesses.

(BP/AR 5116.2)

**Voluntary Transfer**

You can also transfer voluntarily to the Community Day School. Before doing so, you can request to meet with a counselor, principal, or administrator from your current school and the Community Day School to discuss whether this is the best option. If you voluntarily transfer, you have the right to return to the regular high school at the beginning of any new semester or at any time, if a person who the District Superintendent picks says it is okay. While at the Community Day School and before you return to a comprehensive high school, you will receive counseling about the credits you earned, the credits you need to graduate from the Community Day School, and the credits you need to earn to graduate from a comprehensive school. The District will also give you a copy of Board Policy and Administrative Regulation 5116.2.

**Students with Disabilities or Suspected Disabilities**

If you have an Individualized Education Program (IEP), a Section 504 plan, or you think you may have a disability (e.g., dyslexia or Attention Deficit Hyperactivity Disorder), the District has a duty to make sure that you have all of the services and supports you need to receive an appropriate education and to progress from grade to grade. Before changing your placement to a community day school, the District must follow specific procedures, including holding an IEP or Section 504 meeting and deciding whether any behavior difficulties you are having are related to your disabilities. The District is also required to obtain records from your prior school districts regarding any services and plans you have had in the past, discuss your progress, and assess whether such a transfer will meet your unique needs and whether you need an assessment. You and your parent/guardian have a right to dispute any placement decision and to receive a hearing and information about other protected available under special education and disability laws.

(AR 5166.2)

You must receive a copy of this document if you will be transferred to the OUHSD Community Day School.

I received a copy of the “Your Rights” in the transfer process document, and I have had an opportunity ask questions. I have also received a copy of the Board Policy and Administrative Regulation 5116.2.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian (if student is minor)

\_\_\_\_\_  
Date

# Pupil Support Services

## **Culturally Responsive Positive Behavior Intervention and Supports (CR-PBIS)**

CR-PBIS stands for “Culturally Responsive Positive Behavior Interventions and Supports,” and is a Multi-Tiered System of Support (MTSS). CR-PBIS is a prevention-oriented, three tiered framework that uses evidence-based behavioral interventions to improve school climate and safety and academic outcomes for all students. It integrates school data, systems and practices affecting student outcomes. The purpose of CR-PBIS is to make schools more effective and efficient in order to ensure an equitable learning environment for all students, including students with disabilities and students from underrepresented groups. CR-PBIS is a proactive approach to behavior management on a school-wide level for creating and sustaining safe and effective schools. CR-PBIS places emphasis on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. Each school will have CR-PBIS Team meetings during the school year, which will focus on developing a system to teach students what is expected of them, to acknowledge students when expectations are met, and to have staff be consistent in correcting and acknowledging the expected student behaviors.

## **Progressive Intervention Policy**

The OUHSD [Progressive Intervention Policy](#) which is designed to provide safe classrooms and healthy learning environments. Each tier includes a variety of interventions to prevent student misconduct and correct student behavior through CR-PBIS in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning. Positive interventions, such as a front of the line lunch pass or school gear/items, will also be given to students.

## **Positive School Climate (Board Policy/Administrative Regulation 5137)**

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and school environment in which all student can feel safe and welcome and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The schools shall promote non-violent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

## **Advanced Placement Examination Fees (Board Policy 6141.5)**

The district shall pay the cost of AP exam fees for eligible low-income students who are enrolled in an AP class in the semester in which they take the test. All other students shall pay for their exam(s) and will be reimbursed by the district if they pass the exam(s) with a score of 3, 4 or 5 and are enrolled in an AP class in the semester in which they take the test. The same rules shall apply to any student enrolled in a first semester only AP class. Students who retake any exam to improve their prior score will not be reimbursed, regardless of the exam results.

## **Services for Students with Disabilities (Board Policy/Administrative Regulation 6159)**

In compliance with the Education for ALL Handicapped Children Act of 1975, special mental disabilities that substantially limit one or more of major life activities such as walking, seeing, hearing, speaking or learning may require special programs. Parents who feel that their child may not benefit from regular education because of a handicapping condition or who wish to have further information may contact their local school principal or superintendent to refer their student for consideration for special education or to receive more information regarding special education programs.

Special Education (E.C. 56301) provides that all students with exceptional needs have a right to

participate in appropriate programs of publicly supported education. Each pupil with exceptional needs is assured an education appropriate to his/her needs in publicly supported programs through completion of secondary education programs. Each pupil with exceptional needs shall have his/her educational goals and objectives specified in a written individualized education program (I.E.P.). The law gives pupils and their parents/guardians certain rights to fair hearings with respect to the assessment and placement of pupils. For information regarding these programs and rights, contact the district psychologists at either Las Plumas or Oroville High School.

Any individual, public education agency or organization may file a written complaint with the Superintendent of Public Instruction, which, if true, would constitute of violation by that public agency or federal or state law or regulation governing special education and related services. If you have evidence that the above condition is occurring with any student enrolled in a special education class in Butte County, you may contact your local school office or file a written complaint to the Superintendent of Public Instruction. The complaint should be filed with the Superintendent of Public Instruction, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814 (Title 45, Code of Federal Regulations, Sections 121a.602 and Section 3125 (a)(3) of Title V of California Administrative Code).

### **Student Success Teams (SST)** ([Board Policy/Administrative Regulation 6164.5](#))

Each school in the district has an established Student Success Team, which is a multi-disciplinary team of professionals on campus who are familiar with students and all supports and services available to students. Student Success Teams are designed to assist teachers and families in identifying and accessing support for students who may be in need. Upon request, a team meeting will be scheduled with all professionals, and other community providers involved, to brainstorm ways in which to help the student be successful in school. To request a Student Success Team Meeting, please contact your student's counselor at their school of attendance.

### **Section 504** ([Board Policy/Administrative Regulation 6164.6](#))

Section 504 covers qualified students with disabilities who attend school receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Please contact your student's counselor if you need additional information.

### **Drug, Alcohol and Tobacco Prevention Programs**

This notice is provided in compliance with the requirements of state and federal law as part of the district's drug, alcohol, and tobacco prevention programs. The unlawful manufacture, distribution, possession, or use of illicit drugs, alcohol, or any form of tobacco product, including vaping, on district premises or as part of any of the district's activities is wrong, harmful and is strictly prohibited. The district maintains all of its facilities as alcohol, tobacco, and drug free zones. Violators are subject to prosecution. Please contact your student's counselor if you need information on drug, alcohol or tobacco counseling.

### **Academic & Career Counseling**

All pupils are provided equal access to counseling services. Parents may participate in counseling sessions. A complete listing of course offerings can be found on the [Educational Services](#) webpage.

### **Mental Health Services** ([Board Policy 5141.5](#))

The district employs full-time Social Workers who are available to assist students and families with mental health issues, crisis counseling, connections to local agencies and resources, and identifying and providing interventions that will assist in creating positive learning environments.

### **Suicide Prevention** ([Board Policy/Administrative Regulation 5141.52](#))

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate. The National Suicide Prevention Lifeline Number (800-273-8255) will be printed on the back of student ID cards.

### **Education for Homeless Students** ([Board Policy/Administrative Regulation 6173](#))

Homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students. Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. For assistance or additional information, please call 538-2300, ext. 1104.

### **Education for Foster Youth** ([Board Policy/Administrative Regulation 6173.1](#))

Foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP). Foster youth shall be immediately enrolled even if they are unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation. For assistance or additional information, please call 538-2300, ext. 1104.

### **Education of Children of Military Families** ([Board Policy/Administrative Regulation 6173.2](#))

Districts must permit students of military families to continue to attend their schools of origin, despite changes in residence and changes in military status. AB 2949 added Education Code section 48204.6, which allows a student living in the household of an active duty military service member to continue attending the student's school of origin for the remainder of the school year if the family moves or if the parent or guardian's military service ends during the school year, and allows the student to matriculate with his or her peers in accordance with the established feeder patterns.

### **Student Meal Program**

The OUHSD Food Service Department's mission statement is to serve students attractive, nutritious meals prepared under safe and sanitary conditions in pleasant surroundings to contribute to their nutritional educational needs by giving them the keys for lifelong healthy eating habits. We follow the National School Lunch Program (NSLP) Healthy Hunger-Free Kids Act (HHFKA) Food Based Menu Plan along with the HACCP Food Safety Program and are current with the ServSafe Certification of Food Safety Professionals. Snack and beverage vending machines are available on campus offering nutritious items to the students and staff. All OUHSD sites are operating under Community Eligibility Provision (CEP). This means students are served breakfast and lunch at no cost to them. Oroville High and Las Plumas High operate the At Risk After School Suppers program. The Suppers Program allows all OUHSD students to receive a prepared meal (similar to a sack lunch) before attending after school tutoring, sports practice, band practice or club meetings. The meals are provided at no cost to students. A current menu and a copy of the district's Wellness Policy can be found on the district's website. To read the Federal Civil Rights requirements for the NSLP, please refer to the online Nutrition Services Division's Civil Rights and Complaints Handbook at: <http://www.cde.ca.gov/ls/nu/cr/>.

### **Student Bills**

If your student owes fees to their school, you will receive a student bill in the mail instead of a report card. Students that owe fees cannot attend school dances. Students who owe a bill from not turning in

an athletic uniform or equipment will not be able to participate in another sport until the uniform or equipment is returned or the bill is paid in full. Seniors must pay their bills in full in order to participate in the graduation ceremony.

### **OUHSD Trusted Person on Campus**

OUHSD has designated the following people in the district as trusted designated support providers for students who are experiencing or who have experienced harassment and bullying:

- Social Worker at Prospect High/CDS
- Social Worker at Las Plumas High
- Social Worker at Oroville High
- Counselor at Prospect High / CDS
- Targeted Case Managers at Oroville High
- Targeted Case Managers at Las Plumas High
- Targeted Case Managers at Prospect High/CDS
- Wellness Coach-Prospect/CDS
- Wellness Coach-Oroville High
- Wellness Coach-Las Plumas High

### **Disability Advocacy Information**

Independent Child Advocates

The Butte County SELPA has for many years held a contract with Rowell Family Empowerment of Northern California, Inc., whose advocates help field parent concerns when parents are reluctant to work with district staff for whatever reason. Acting as a liaison, they work collaboratively with the family and the district, and many times SELPA staff, to bring about meetings or resolutions without a need for other complaint processes. Rowell Family Empowerment services are funded through grant funds from the SELPA Alternate Dispute Resolution grant.

Matrix Parent Network and Resource Center is a parent-founded, parent-operated nonprofit organization that provides training, support groups, resources, referrals, and parent-to-parent mentoring with issues related to navigating the world of special education. Similarly to Rowell Family Empowerment, Matrix Parent Network operates under grant funding and the services they provide for parents of students with disabilities in Butte County are free of charge.

Another agency that parents often seek out to provide advocacy is Promotores of Northern Valley Catholic Social Service. Part of the mission of Promotores is to advocate for the poor and vulnerable, and to contribute to freedom and independence. They provide Court-Appointed Special Advocates (or CASAs) for students coming through the foster system without stable advocates of their own.

Finally, the Far Northern Regional Center (FNRC) is another resource for some families. Individuals who receive services from Far Northern Regional Center may request assistance from a FNRC Client Rights Advocate retained by the regional center from Disability Rights of California.

Marc Purchin of Purchin Consulting, Inc. has also provided training and consultative services to Butte County SELPA under our ADR grant. Some of the documents he has shared at our events include the following:

## **Translation Services**

OUHSD has staff members at each site available to assist parents with translations in Hmong and Spanish at meetings. The District also has access to IEP forms in Hmong and Spanish.

OUHSD has Google Translate on our website that is available to students, parents and teachers.

Per Education Code Section 48985, if 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or local staff cannot translate the required language. Parents can contact the Oroville Union High School District, Director of Education if they require translation services.

## **Meetings Supported by Translation**

- Individualized Education Plan (IEP) meetings
- Pupil Disciplinary Hearing Panel (PDHP) hearings
- Student Achievement and Attendance Review Team (SAART) meetings
- Local Control Accountability Plan (LCAP) meetings
- District English Learner Advisory Committee (DELAC) meetings

Mr. Jon Wood, Director of Education  
530-538-2300 extension 1104  
[jwood@ouhsd.net](mailto:jwood@ouhsd.net)

# School Accountability Report Card

Each school in the district is required to report on the status of its school safety plan and a description of the key elements as part of the annual School Accountability Report Card on or before February 1st. A copy of the annual School Accountability Report Card will be provided by each school upon request and is posted on each school's website.

## Discipline

Although the District implemented the Progressive Intervention policy, California Education Code requires students to be suspended and/or recommended for expulsion if they violate the following 48915 codes:

- (A)(1) Causing serious physical injury to another person, except in self-defense.
- (A)(2) Possession of a knife, explosive, or other dangerous object of no reasonable use to the student.
- (A)(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (A)(4) Robbery or extortion.
- (A)(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

### **Involuntary Student Transfers** [Board Policy/Student Regulation 5116.2](#)

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

### **Conduct** [Board Policy/Student Regulation 5131](#)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

### **Bullying** [Board Policy/Student Regulation 5131.2](#)

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

### **Discipline** [Board Policy/Student Regulation 5144](#)

The Superintendent or designee shall develop effective, age-appropriate strategies for

maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent positive expectations and consequences for student conduct; ensuring equity and continuous improvement in the implementation of district discipline policies and practices; reducing disproportionality in administration of discipline for any protected group; and using exclusionary discipline as a last resort after exhaustion of alternatives.

**Suspension & Expulsion / Due Process** [Board Policy/Student Regulation 5144.1](#)

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system and are given every opportunity to reach their potential. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

**Suspension & Expulsion / Due Process (Sp. Ed.)** [Board Policy/Student Regulation 5144.2](#)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

**Non-Discrimination / Harassment** [Board Policy/Student Regulation 5145.3](#)

The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

**Sexual Harassment** [Board Policy/Student regulation 5145.7](#)

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify their site principal. The site principal will immediately notify the Compliance Officer, who will take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

**Hate-Motivated Behavior** [Board Policy/Student Recognition 5145.9](#)

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

**Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of



his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

### **Community Service**

As part of or instead of disciplinary action, a student may be assigned to perform community service, which may include campus beautification. This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (EC 48900.6)

### **Lunch Intervention**

As part of or instead of discipline action, a student may be assigned an intervention at lunch, which shall remain under the supervision of a certificated employee.

### **Seniors Ineligible to Participate in Graduation Activities**

Any senior who violates Education Codes 48900 a, b, c, f, or g after the first day of May through the graduation ceremony may not be able to take part in the graduation ceremony. Other 48900 violations may result in the same penalty at the discretion of the site administrators.

### **Release of Pupil to Peace Officer**

If a school official releases your student from school to a peace officer for the purpose of removing him/her from school premises, the school official shall take immediate steps to notify you or a responsible relative of your pupil, except when a pupil has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian (E.C. 48906).

### **Parent Responsibility**

Parents/guardians are liable for all damages caused by the willful misconduct of their minor children which result in death or injury to other pupils, school personnel, or damage to school property. Parents are also liable for school property loaned to the pupil and willfully not returned. The school district may withhold grades, diplomas or transcripts of the pupil responsible until such damages are paid or the property returned. If the student transfers to another school, either within the district or outside of the district, such records may also be withheld. If your student commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your student's classroom (E.C. 48900.1).

### **Pupil Search** ([Board Policy/Administrative Regulation 5145.12](#))

The school principal or designee may search the person of a pupil, the pupil's locker, backpack or purse if there is a reasonable suspicion to believe the pupil may have a concealed weapon, narcotics, stolen property, or contraband. (U.S. Supreme Court: New Jersey v. T.L.O. 1985, 469 U.S. 325).

### **Canine Detection**

Trained dogs may randomly visit school sites to search for illegal drugs, medication, alcohol, gunpowder, and firecrackers. The dogs will sniff lockers, classrooms, cars and common areas such as bathrooms, gyms, libraries, etc. Students will be asked to leave their belongings before they exit a classroom that will be searched. If the dog finds the odor of contraband, an inspection will take place in the presence of the student and an administrator. All contraband will be placed into a clear plastic bag and turned over to the school. The principal will determine any disciplinary action in accordance with existing school policy.

# Appropriate Attire

## **Specific Clothing/Accessory Restrictions**

1. Students should maintain a high degree of cleanliness in personal hygiene and clothing per California Code of Reg. Title 5, Section 302, Reg. 77.
2. Bib overalls: All straps must be fastened over the shoulder. Buttons on sides near the hips must be fastened.
3. All clothing must be worn right-side out unless approved by school administration.
4. Shorts, skirts and dresses must be at an appropriate length and completely cover the buttocks.
5. Hats: School personnel have the authority to confiscate hats and other types of headgear that are objectionable, disrespectful, or gang-related. Students wearing hats in classroom is the call of the individual teacher.
6. Sunglasses may not be worn in classrooms.
7. Shoes or sandals must be worn at all times (no bare feet).

## **Prohibited Clothing and Accessories**

1. Tops: sheer or see-through tops, tube tops, strapless garments, or open sided tops for boys or girls. Excessive cleavage and midriff cannot be displayed. Clothing that is deemed distracting is not allowed on campus.
2. Sagging or intentionally pulled down clothing and oversized pants without belt at the waist.
3. Clothing or accessories considered by school administration or law enforcement to denote gang affiliation are prohibited. This includes gang name or writing (script initialing) on clothing or body. Gang related tattoos must be covered. Since gang attire varies and can consist of more than two items of the same color, this will be the call of the administration.
4. Dangerous accessories such as chains, spiked collars, wristbands, jewelry or rings. School Administrators will make the determination if an item is dangerous.
5. Clothing or accessories with sexually suggestive pictures or messages, or messages that promote or symbolize the use of alcohol, tobacco, drugs or violence. Divisive symbols are not allowed on clothing or accessories.

## **Violations of Wearing Inappropriate Attire**

If a student is suspected of wearing inappropriate attire, the violation should be reported to the appropriate administrator. If the administrator or his/her designee determines that the student is in violation, the student shall be asked to remedy the violation by one of the following solutions:

1. Obtain acceptable clothing from the student's PE locker; from those items donated from parent volunteers; or purchase clothes from the student store.
2. Contact parent to bring acceptable clothing to the student (student will wait in administrator's office and the parent must be forthcoming within a reasonable period of time).
3. Parent may contact the attendance office to obtain an off-campus pass to then allow student to go home and change into acceptable clothing.

If the violation cannot be remedied, the student will remain in the office for the remainder of the school day or until the situation can be remedied. Students habitually wearing inappropriate attire may be subjected to further interventions.

# Student Health

## **Immunizations** ([Board Policy/Administrative Regulation 5141.31](#))

Each student enrolling for the first time in a district school shall present an immunization record from any authorized private or public health care provider certifying that the student has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law. Exemption from one or more immunization requirements shall be granted under any of the following circumstances: 1) A student who has a medical exemption issued prior to January 1, 2020; 2) The student's parent/guardian filed with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to the student's personal beliefs; and 3) The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. (Health and Safety Code 120335)

## **Lice Notification** ([Board Policy 5141.33](#))

If lice and/or nits are found on your student, you will receive a notification letter from the school detailing what they look like and methods to eliminate the problem. A medical clearance from a health professional must be obtained before your child can return to school.

## **Medication** ([Board Policy/Administrative Regulation 5141.21](#))

Any pupil required to take medication during the regular school day may self-administer or be assisted by school personnel or a designated adult if the district receives a written statement by physician and a written request from the parent indicating the desire that school personnel assist in the administration of the medication (E.C. 49423). Guidelines as to required information on both health provider statement and parent written request are contained within Administrative Regulation 5141.21, which is available at your school site. **Continuing medication: parents may grant permission to the school's designated official to counsel other school personnel regarding the physical, intellectual and social effects of a continuous medical regimen prescribed for a student.** The parent shall inform the school's designated official of such a continuous medical prescription, the current dosage and the supervising physician (E.C. 49480).

## **Health Care Plans**

Students with significant health issues reported during the online registration process will have a Health Care Plan written to address their specific health issue, medication, warning signs, treatment plan, etc. The plan will be updated annually.

## **Health Examinations** ([Board Policy/Administrative Regulation 5141.3](#))

Parents have the right to refuse to have their student physically examined including sight and hearing tests. If you want your student excused, you must file a written request refusing such exams. If school personnel have good reason to believe that your student is suffering from a contagious or infectious disease he/she may be sent home until the disease clears. Vision and hearing screening is provided for students in grade 10 and all Special Education students unless you submit written denial of consent (E.C. 49451, 49455, 49452).

## **Tobacco/Vaping on Campus**

Education Code section 48901 was amended in 2016 to prohibit smoking and tobacco products on campus and at school events, and defines "smoking" and "tobacco products" as they are defined in Business and Professions Code section 22950.5. The latter code section's definition of "smoking" includes "the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form," while its definition of "tobacco product" includes "[a]n electronic device that delivers nicotine or other vaporized liquids."

## **Sun Protective Clothing** ([Board Policy 5141.7](#))

Pupils, when outdoors, may wear sun protective clothing, including, but not limited to hats subject to site level requirements (E.C. 35183.5), see also school discipline plans.

### **Confidential Medical Services**

School authorities may excuse any pupil in grades 9-12 from school for the purposes of obtaining confidential medical services without the consent of the pupil's parent or guardian (E.C. 46010.1).

### **Medical and Hospital Insurance**

The district makes available to parents medical or accident insurance for pupils who may be injured in a school-sponsored activity, while on school premises, or while being transported to and from school. The cost of the insurance is paid for by the pupil, parent or guardian. **Parents have the right to refuse to have their student enrolled in this service plan (E.C. 49472).**

## Health Instruction

### **Family Life Education or Sex Education**

In compliance with Education Code (EC § 51933 and EC § 51934), OUHSD will provide students health instruction that is age-appropriate, medically accurate and objective and appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds. In addition, the instruction and curriculum will be accessible for English language learners and students with disabilities. Students will receive instruction about gender identity and expression and the harm that negative stereotypes can cause. A focus will be placed on discussing these matters with parents and trusted adults and on the importance of maintaining committed relationships. Students will also learn about the importance of reproductive health and the effects, transmission and treatment of HIV and other sexually transmitted diseases.

OUHSD schools will notify parents of the instruction and provide them with opportunities to view the curriculum and other instructional materials. Parents have the right to remove their student from instruction by submitting a request in writing that their student not receive the instruction.

## English Learner Parent Rights

### **Parent Choice**

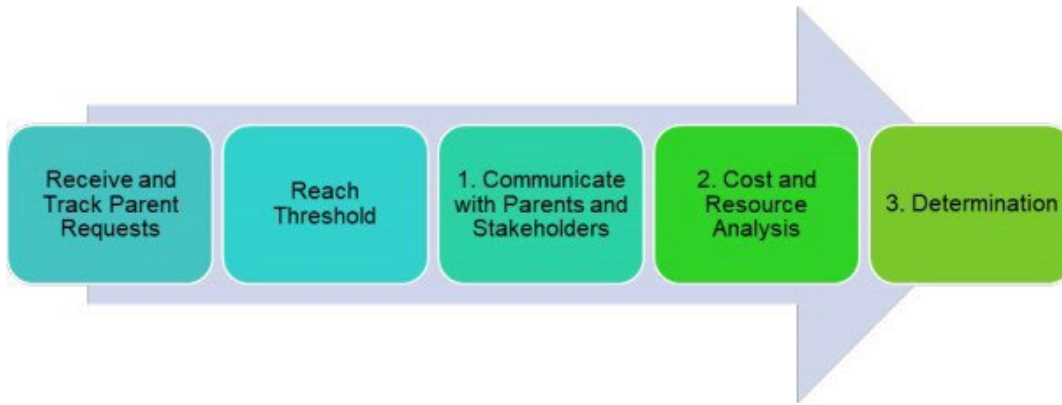
Once parents have reviewed the available programs outlined in the CA Ed.G.E. Initiative Parental Notice, parents or legal guardians may choose a program that best suits their child. It is recommended that districts establish a clear process for parents to choose a program, including systems to record and track parent choices and a process to place students in programs. Anticipate the possibility that enough parents might request placement in a current program to create the need to expand that program. Consider plans for each program in future years, and how the district would respond to parent interest in particular programs.

The parent choice in this section is distinct from the parent requests to establish new programs. Please see the following section of this handbook for more information on parent requests for new programs.

### **Parent Requests for New Programs**

When parents request enrollment of their child in a particular language acquisition or language program, but the program is not currently offered, parents may request that the district or school establish a new program. It is important that districts define a clear process for schools to be able to receive and respond to these requests from parents and guardians.

## Process to Respond to Parent Requests for New Programs



Process to respond to parent requests for new programs. The steps below outline the requirements to be included in the LEA process.

### **Receiving and Tracking Parent Requests**

Each school is required to maintain written records of parent requests (including verbal requests) which include:

- Date of request
- Parent and child names
- Description of request
- Grade level

5 CCR section 11311 requires that schools:

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year.
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

### **Reaching a Threshold**

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

#### **1. Communication**

Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.

#### **2. Cost and Resource Analysis**

The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:

- Certificated teachers with the appropriate authorizations
- Necessary instructional materials
- Pertinent professional development for the proposed program
- Opportunities for parent and community engagement to support the proposed program goals

### 3. Determination

Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school’s teachers, and administrators of its determination.

- **Determination to implement a program at the school:** In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
- **Determination not to implement a program at the school:** In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school.

Citations: EC sections 305 and 310; 5 CCR section 11311 and 11312.

## General Rights/Information

### Cell Phone Policy

Appropriate use of cell phones while at school, following school expectations and engagement in learning must be taught explicitly through CR-PBIS school-wide lessons in alignment with the district and school-wide behavioral expectations of “Be Safe, Be Respectful, Be Responsible”.

Students are permitted to possess cell phones, tablets, laptops, Chromebooks, or electronic devices on campus in accordance with law and provided that any such device shall remain turned off and stored in a locker, backpack, purse, pocket, or other place where it is not visible during normal school hours. Students are permitted to use a cell phone or other electronic devices on campus before and after school, during passing period, breaks, lunch, or during school activities that occur outside of school hours. In addition, a teacher or other staff members may allow students to utilize cell phones or other electronic devices for instructional purposes.

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law. A student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5,

48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher, administrator, or other district employee grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher, administrator, or other district employee
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person. When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure. When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined, and site administration or their designee may confiscate the device. The device shall be stored securely until it is returned to the student or turned over to site administration or their designee, as appropriate. A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The following interventions will serve as a guide for OUHSD teachers and staff to teach and monitor appropriate use of cell phones while at school. In the event students do not follow school-wide expectations, all incidents and interventions are to be documented by teachers, counselors, and administrators in AERIES.

#### **Tier I (Teacher Intervention)**

1. Teachers will give students a verbal warning and counsel students to turn off cell phone and put it away.
2. Teachers will make parent/guardian contact to discuss the importance of following expectations and that cell phones, although permitted, may not be a disruption.
3. Teachers may assign lunch intervention or community service to their student in their classroom and have students reflect on the importance of following school-wide expectations as well as an opportunity to discuss barriers or supports related to the misconduct.
4. If misconduct persists after participating in lunch intervention or community service a referral will be sent to the student's counselor for Phase II intervention.

#### **Tier II (Counselor Intervention)**

Teachers will send a referral to the student's counselor for Tier II intervention, which may include meeting with their counselor during lunch, and parent/student conference. This is also an opportunity to have a conversation related to potential barriers or student supports related to the behavior.

#### **Tier III (Administration Intervention)**

Interventions may include lunch intervention, parent to shadow the student on campus, parent/student conference, or the loss of school events such as athletics, dances, field trips, etc. If needed an SST can be coordinated to explore all options to help the student improve their behavior.

## **Dance Guidelines**

1. Dance moves shall not perform or simulate any sexual activity (for example, “grinding”)
2. Administrators and chaperones have final say in the matter.
3. Any individual removed from the dance for violating these guidelines or school rules will not receive a refund of their money.
4. Any student not willing to follow the above guidelines should choose not to attend.
5. Any student attending and not following these guidelines will be removed from the dance and will not be allowed to participate in the next dance. In addition, your parent will be contacted before you are allowed to leave. If a student is defiant, the student may be subject to other disciplinary action including, but not limited to, school suspension.
6. Individual schools may require students to have a signed dance contract before being allowed to attend school dances.

## **Dissection of Animals** ([Administrative Regulation 5145.8](#))

Your student has a right to refrain from harmful or destructive use of animals, including dissection. The teacher shall work with the student to provide an alternative education project for the purpose of providing your student a means to obtain the necessary information required for the class. The school will need a written request from you indicating your student’s objection (E.C. 32255).

## **Employees Interacting with Students**

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

## **Free Appropriate Public Education**

The Constitution of the State of California requires that we provide a public education to you free of charge. Your right to a free education is for all school/educational activities, whether curricular or extracurricular, and whether you get a grade for the activity or class. Subject to certain exceptions, your right to a free public education means that we cannot require you or your family to purchase materials, supplies, equipment or uniforms for any school activity, nor can we require you or your family to pay security deposits for access, participation, materials, or equipment. Under certain circumstances, students involved in extracurricular programs, clubs and/or sports may be required to attend fundraising events held by the program, sport or club just as you may be required to attend any other event put on by that program, club or sport. However, you will not be required to raise funds as a condition of participation.

## **Married/Pregnant/Parenting Students** ([Board Policy 5146](#))

The rights and options available to pregnant and parenting students include, but are not limited to, not be treated differently on the basis of sex; participate in educational and extracurricular activities, if physically and emotionally able to participate; not be required to participate in pregnant minor programs or alternative education programs; have their pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom treated in the same manner and under the same policies as any other temporary disabling condition; voluntarily take eight weeks of parental leave, or more if deemed medically necessary by the student's physician; not be required to complete academic work or other school requirements while on parental leave; return to the school and the course of study in which the student was enrolled before taking parental leave or to instead elect to participate in an alternative education program; and not incur an academic penalty as a result of the use of these accommodations. A complaint of noncompliance with these requirements may be filed under the LEA's Uniform Complaint Procedures.



### **.3Personal Beliefs**

Unless you give written permission, your student will not be given any test, questionnaire, survey, or examination containing questions about your student's or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion (E.C. 60650, 51513, 60614). Anonymous, voluntary and confidential research and evaluation surveys may be administered to students with prior written notice to parents. Parents will be given an opportunity to request that the student not participate (E.C. 51938).

### **Pets/Animals on Campus** ([Board Policy/Administrative Regulation 6163.2](#))

Animals, pets or otherwise, are not allowed on campus at any time unless the administration gives prior permission for a class project.

### **Visitors/Guests** ([Board Policy 1250](#))

No student guests are allowed on campus. College Connection and independent-study students may use the library or cafeteria after checking in at the attendance office. All visitors MUST check in at the attendance office before being granted permission to be on campus.

## Student Records

### [\(Board Policy/Administrative Regulation 5125\)](#)

The California Education Code Sections 49063-49076 require that the school district provide you with the following information regarding your student's school records.

The school district maintains the following information on each student enrolled: census data, attendance data, health data, academic data, test data, activities data, anecdotal data, and assessment data.

**Records are available upon request for your inspection and review. Copies of records will be furnished to you upon your request at the actual cost to the school district of the necessary reproduction (E.C. 49069).**

To make an inquiry about your student's record, please call:

Las Plumas High School	538-2310	Oroville High School	538-2320
Oroville Adult School	538-5350	Prospect High School	538-2330

### **Location of Student Records**

Student records are located at each student's school of attendance. A log is maintained indicating who has viewed student records. District policy sets forth the criteria by which school officials and employees may have access to look at the records.

### **Legal Names**

Students must be enrolled with the name printed on their birth certificate unless there is legal documentation showing that their name has been legally changed.

### **Release of Directory Information** ([Board Policy/Administrative Regulation 5125.1](#))

Certain items in the student records are classified as directory data. These items are: name, address, telephone number, email address, birth date, major or field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees/awards received, most recent school attended. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin.

This directory data will be released by the school district upon request to: colleges, universities,

agencies awarding honors and scholarships, the military, news media, potential employers (public and private), and other parties when judged by the district to be in the best interest of the student (E.C. 49073 and 49061). **If you do not wish the district to release this information, you must indicate so during the online summer Data Confirmation Process by September 1<sup>st</sup> or upon enrollment later in the year.**

### **Confidential Information**

All other items in student records are by law classified as confidential. This information will only be released to representatives of appropriate governmental agencies, by order of a court of competent jurisdiction, or by a written statement of release signed by you. You will be notified of any court order relating to your son/daughter's records within three days of receipt of the order by the district (E.C. 49076 and 49075). You may challenge at any time material placed in your student's records by addressing a written request to the district superintendent. If you disagree with the decision of the superintendent, panel or board, you may file a written protest of the decision which will become part of your student's permanent record (E.C. 49070).

### **Permanent File**

A copy of your student's permanent record containing the following information will remain on permanent file in the district: name, date of birth, how birth date was verified, gender, place of birth, names and addresses of parents, entering and leaving date of each school year, subjects and teachers, grades/credits earned, immunization records, date of high school graduation, if any (Title 5: Chapter 2, Section 437 and E.C. 49062).

**All other records will be destroyed at the end of the third year following a student's separation from the district. You have the right to file any alleged violation of these procedures with the California State Department of Education and with the United States Department of Health, Education and Welfare (E.C. 49063).**

# PORTRAIT OF AN OUHSD GRADUATE

A Graduate of the Oroville Union High School District is a reflective and growth-oriented learner who continually develops and applies their skills both in school and beyond. OUHSD graduates are **critical thinkers, reflective community members, and successful contributors.**



## CRITICAL THINKERS



- ✓ Masters core content knowledge to create future opportunities
- ✓ Synthesizes existing knowledge to generate new ideas
- ✓ Strives for excellence in an area of passion
- ✓ Uses evidence and reasoning to guide decision making
- ✓ Analyzes digital and print sources to determine validity and biases
- ✓ Recognizes multiple ways of solving problems



## REFLECTIVE COMMUNITY MEMBERS



- ✓ Shows empathy and compassion towards others
- ✓ Practices self-reflection
- ✓ Takes responsibility for their actions and decisions
- ✓ Adapts and demonstrates resilience
- ✓ Knows their strengths and actively seeks to build self-worth
- ✓ Is open to and embraces new challenges with a growth mindset

## SUCCESSFUL CONTRIBUTORS



- ✓ Develops skills that are transferable to college, career, and life
- ✓ Communicates with purpose and clarity
- ✓ Works with a team to meet common goals
- ✓ Sets and monitors goals for continuous growth
- ✓ Manages time effectively and meets deadlines
- ✓ Leverages multiple resources and advocates for themselves

Want to learn more about how this looks in our schools?  
Scan the code to watch a video.



# Graduation Requirements

([Board Policy/Administrative Regulation 6146.1](#))



## Las Plumas High School & Oroville High School

To obtain a diploma of graduation from high school, students must earn 220 credits and must pass at least the following courses in grades 9 through 12, with each course being one year unless otherwise specified: (Education Code [51225.3](#))

### **English (40 Credits)**

Students must pass 8 semesters.

### **Mathematics (20 Credits)**

Students must pass 4 semesters. All students must pass Math I or a combination of Math 1A and 1B.

### **Science (20 Credits)**

Students must pass at least 4 semesters of science, which shall include two semesters of physical/earth and two semesters of life/biological.

### **History/Social Science (35 Credits)**

Students must pass 7 semesters: one semester of Geography; two semesters of World History; two semesters of U.S. History; one semester of Government and one semester of Economics.

### **Health/Drivers Education (5 Credits)**

Students must pass 1 semester.

### **Foreign Language/Visual & Performing Arts (10 Credits)**

Students must pass at least 2 semesters of a visual or performing arts course or a foreign language or American Sign Language course.

### **Physical Education (20 Credits)**

All students must pass 4 semesters. Students in grade 9 shall complete two semesters of physical education. Students in grade 10-12 shall complete at least two semesters of physical education unless the student has been exempted pursuant to Education Code 51241.

### **Career Technical Education (10 Credits)**

Students must pass 2 semesters of career technical education.

### **Electives (60 Credits)**

Students must pass an additional 60 elective credits to complete the necessary course requirements for graduation.



## **Prospect High School Course Requirements**

To obtain a diploma of graduation from Prospect High School, students must earn 180 credits. Students must pass at least the following courses in grades 9 through 12, with each course being one year unless otherwise specified: (Education Code [51225.3](#))

### **English (35 Credits)**

Students must pass 7 semesters.

### **Mathematics (20 Credits)**

Students must pass 4 semesters. All students must pass Math I.

### **Science (20 Credits)**

Students must pass at least 4 semesters, which shall include two semesters of physical/earth and two semesters of life/biological.

### **History/Social Science (30 Credits)**

Students must pass 6 semesters: two semesters of World History; two semesters of U.S. History; one semester of Government and one semester of Economics.

### **Foreign Language or Visual and Performing Arts (10 Credits)**

Students must pass at least two semesters of a visual or performing arts course or a foreign language or American Sign Language course.

### **Physical Education (10 Credits)**

All students must pass two semesters of physical education.

### **Career Technical Education (5 Credits)**

Students must pass one semester of career technical education.

### **Careers (5 Credits)**

Students must pass one semester.

### **Electives (45 Credits)**

Students must pass an additional nine semesters. If students are exempted out of PE, they must complete eleven elective semesters.

## **Coursework and Graduation Requirements for Migratory and Newly Arrived Immigrant Students**

Foster youth, homeless students, former juvenile court school students, and children living in active duty military households are exempted from a number of coursework requirements for graduation. Assembly Bill (AB) 2121 took effect on January 1, 2019 and extends those exemptions to "currently migratory children," which is defined as including children who have recently moved with a parent, guardian or other person having custody, from another state or from one California school district to another in order for the child or a member of the child's immediate family to secure temporary or seasonal employment in an agricultural (any activity directly related to the production or processing of agricultural products and the cultivation or harvesting of trees) or fishing activity (any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence), and whose parents or guardians have been informed of the child's eligibility for migrant education services.

AB 2121 also extends these exemptions to students in their third or fourth year of high school who are participating in a newcomer program, which is a program designed to meet the academic and transitional needs of newly arrived immigrant students, with the development of English language proficiency as the primary objective.

### **State Testing**

The Smarter Balanced Summative Assessments are online tests given in the junior year to measure what your child knows and is able to do. The tests include many different types of questions that allow students to interact with the test questions. Results help identify gaps in knowledge or skills early on so your child can get the support he or she needs to be successful in school. To learn more about either the Smarter Balanced Summative Assessments or the CAST, go to the California Department of Education Parent Guides to Understanding Web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

#### **Certificate of Completion**

A Certificate of Completion shall be awarded to any special education student who has met the district's standards of proficiency for graduation, demonstrated due diligence in his/her progress towards completing the course requirements, but has been unable to meet the state requirements. A component of their educational program will focus on post-secondary skills necessary to be successful in life after high school.

### **College Requirements**

#### **College Admission Requirements**

Students should contact their counselor at the earliest possible time to discuss college admissions requirements.

#### **Basic College Requirements**

Three systems of higher education exist in California: the Community Colleges, the California State University schools and the University of California schools. To attend any of these schools requires careful preparation in high school. Following are the requirements for the three different systems.

#### **Community Colleges**

Graduation from high school, a minimum age of 18, or passing the CHSPE examination is the only requirement for admission. There are no subject or grade point average requirements. At the Community Colleges, one can earn a degree (A.A.) or (A.S.), undertake a transfer program, get

vocational training in a Certificate Program, or improve basic academic skills. Community colleges across the State of California offer 100s of degree, transfer or certificate programs for students. With an Associate's Degree, individuals are able to work in a variety of high paying careers. SAT or ACT scores are not required for entrance, however, students must complete an entrance exam before being allowed to schedule classes.

### **CSU System**

In California, the California State University system consists of 23 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many CSU schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Specific careers require a Bachelor's Degree, however, many careers do not. Entrance into the CSU system directly after completing high school includes several requirements. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the CSU system.

### **UC System**

Admission to the University of California requires one to graduate from high school, complete the In California, the University of California system consists of 10 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many UC schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Entrance into the UC system directly after completing high school includes several requirements and can be very competitive. Students who complete high school within the top 10% of their class are guaranteed admission into a school within the UC system, but not necessarily the school of their choice. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the UC system.

### **A-G Subject Requirements for CSU or UC Systems**

All applicants will be required to complete the same pattern of high school courses with C or better to be eligible for both CSU and UC systems. These courses are listed below:

- A - History/Social Science – 2 Years
- B - English 4 years
- C - Mathematics – 3 Years
- D - Lab Science – 2 Years (College level biology course and one additional advanced lab science course)
- E - Foreign Language – 2 Years (Must be the same language for both years)
- F - Visual/Performing Arts – 1 Year
- G - College-Prep Elective – 1 Year

For more information about college and career opportunities for California students, please schedule an appointment with your counselor or visit: <http://www.CaliforniaColleges.edu>

### **Private/Independent/Technical Schools**

Independent schools and colleges are privately funded and available across the State of California and United States. They determine their own entrance requirements. Students interested in attending a private, independent or technical institution should contact that institution for entrance requirements well in advance of registering for high school classes. For help with this process, please see your assigned high school counselor.

### **Financial Aid Requirements for Students in Grade 12**

The school shall ensure that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition a California Dream Act Application (CADAA) to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

## Division I and Division II NCAA Requirements

To view the latest NCAA Eligibility Requirements on required courses, test scores and GPA's, please visit the NCAA website: <https://www.ncaa.org/sports/2015/2/11/student-athletes-future-educational-resources.aspx>

## Career Technical Education (CTE)

Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. The district offers courses in agriculture, home economics and industrial technology. For more information, visit <http://www.cde.ca.gov/ci/ct>

## California Scholastic Federation

### **California Scholastic Federation (CSF)**

Membership is based on scholarship and citizenship only. Membership is held during the semester following when the qualifying grades were earned and is for one semester only. In order to become a member, the student must submit an application each semester the student is eligible. A point system specified in the CSF State By-Laws establishes the membership requirements. To secure eligibility for CSF membership, a student must earn sufficient points from pre-approved course lists. The majority of the required membership points must come from University of California accepted course work.

Life Membership (Sealbearer) is achieved by qualifying for chapter membership for four or more semesters in the last three years of high school, and earns the CSF gold Seal on diplomas and transcripts. Each year colleges and universities throughout the United States award scholarships to CSF Life (Sealbearer) Members. These students are also eligible to be nominated by the chapter adviser for the Seymour Memorial Awards. Please contact your student's counselor for more information.



# Student Clubs & Athletics

## **Student Clubs and Athletics**

Your student has the opportunity to participate in a variety of clubs and athletics at school. There are academic, athletic, community service and social clubs on campus. There is something for everyone! Tryouts, upcoming events and meeting dates are advertised in the school bulletins.

## Due Process/Complaints

### **Non-Discrimination in District Programs and Activities** ([Board Policy 0410](#))

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

### **Uniform Complaint Procedures** ([Board Policy/Administrative Regulation 1312.3](#))

Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws relating to accommodations for pregnant and parenting students, adult education programs, after school education and safety programs, agricultural career technical education, career technical training programs, child care and development programs, compensatory education, categorical aid programs, course periods without educational content, educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school, Every Student Succeeds Act, Local Control and Accountability Plan, migrant education, physical education instructional minutes, student fees, reasonable accommodations to a lactating student, regional occupational centers and programs, school plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding, school safety plans, School Site Councils as required for the consolidated application for specified federal and/or state categorical funding, state preschool programs, state preschool health and safety issues in license-exempt programs, any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate.

### **Williams Act Uniform Complaint Procedures** ([Administrative Regulation 1312.4](#))

Williams Act complaints cover the following areas: Sufficiency of textbooks and instructional materials in good condition for use in class and to take home to complete homework; teacher position vacancy or misassignment; and a condition that poses an emergency or urgent threat to the health or safety of students or staff. A complaint may be filed with the principal or designee. Complaint forms and full

disclosure of procedures may be obtained at any school site.

## Asbestos Management Plan

### **Management Plan for Asbestos-Containing Material**

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHEARA), in the fall of 1988 a complete inspection of each of our school buildings was performed by an accredited asbestos inspector documenting the location and condition of asbestos containing building materials. These findings along with the asbestos management plan are updated by an accredited inspector/management planner and re-inspected every three years as required by EPA. Additionally, periodic surveillance is performed every six months to insure that asbestos containing building materials are managed and maintained safely. The results of these inspections and management plans are on file in the District maintenance office and can be made available for review during normal business hours (M-F, 7:00

a.m. to 4:00 p.m.) For any questions regarding asbestos in our buildings, please contact the Maintenance Department Lead at 538-2300 ext. 1110.

## Pesticide Use

### **Pesticide Use**

The Healthy School Act of 2000 was signed into law and requires that all school districts provide parents or guardians with annual written notification of expected pesticides used on school sites. Parents or guardians may request 72 hour prior notification of individual pesticide applications at the school sites. To register to receive 72 hour prior notification, please fill out the Request for Prior Notification of Individual Pesticide Application form found at [Integrated Pest Management](#). Chemical List

<u>Chemical Name</u>	<u>Active Ingredients</u>
Alpine WSG	Dinotefuron
Cheetah Pro	Glufosinate
Pendulum	Pendimethanlian
Phantom	Chlorfenapyr
Ranger Pro	Glyphosate
Suspend Polyzone	Deltamethrin
Tengard SFR	Permethrin
Termidor SC	Fipronil

Further information regarding pesticides and their alternatives can be found at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).

## Internet Use Policy

### **Acceptable Internet Use Policy** ([Board Policy 6163.4](#))

All students and parents must sign an Internet/E-mail/Network Use Agreement and Permission Form in order for students to use a computer at school. The form details the district's policy and student technology use expectations.

## Work Permits

### **Work Permit** ([Board Policy/Administrative Regulation 5113.2](#))

The Division of Labor regulates the employment of minors. In addition to the labor laws, the Oroville Union High School District has established the following minimum requirements that students must meet to obtain a work permit:

LPHS and OHS students must maintain a 2.0 GPA, have 85% attendance, cannot get a failing grade on any quarter or semester report card, and must follow all school rules. PHS student must earn at least 8 credits per block and have 70% attendance.

Student will not be excused from Saturday school due to a work schedule conflict. According to federal law, the school **must** revoke work permits if the student's employment is impairing his/her education. Work permit applications and more detailed information is available in the counseling office.

## Additional Information/Questions

### **Further Information**

Please contact your school site or the District Office for further information regarding our school, programs, policies and procedures.