



ROSEVILLE
JOINT UNION
HIGH SCHOOL DISTRICT

Ignite - Inspire - Prepare

Wellness Centers

Expanded Supports for Students and Families

Program Overview

Parent & Student Handbook



Table of Contents

	Page
Why Wellness Centers?	1
Who We Serve?	2
How Wellness Centers Works	3
Accessing Wellness Center Services	4
Clinical Services	5-6
Non-Clinical Services	6-7
Schoolwide Supports	8
Staffing	9-10
Funding	11
Board Policies & Administrative Regulations	11
Frequently Asked Questions	12
Contact Information	13
RJUHSD Title IX Prohibition of Sex Discrimination	16
RJUHSD Notice of Student Rights Under Title IX	17-19
RJUHSD Notice of Employee Rights Under Title IX	19-20

Wellness Centers are a safe place on every school campus where students, parents, and staff can access support and resources to promote positive mental health.

The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on a person's actual or perceived race, color, ancestry, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, parental status, pregnancy, reproductive health decision-making, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, medical information, genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The RJUHSD nondiscrimination policy applies to any violations as they relate to school activities or school attendance within a school under the jurisdiction of the superintendent of the RJUHSD. For questions or complaints, contact Equity Compliance Officer & Title IX Coordinator: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, rhasty@rjuhsd.us. For questions or inquiries related to 504's, please reach out to our Section 504 Coordinator: Craig Garabedian, Executive Director of Special Services, 1750 Cirby Way, Roseville, CA. 95661, 916-771-6570 cgarabedian@rjuhsd.us

Why Wellness Centers?

In 2016, RJUHSD recognized the importance of addressing students' social, emotional, and mental health needs and took action. Analyzing the data from the RJUHSD California Healthy Kids Survey, the district acknowledged a growing need for support and contracted with an outside mental health provider to assist our students. By 2017 it became apparent that the demand exceeded the capacity of the external provider. In response, the district initiated a search for a more comprehensive and proactive approach to intervention. Through a thorough review of data and exploration of effective methodologies, the concept of school-based Wellness Centers was adopted.

A variety of psychological, social, and behavioral issues can significantly impact learning and academic achievement. School policymakers have a lengthy history of trying to assist teachers in addressing these challenges that interfere with education. Prominent examples include the array of psychological, counseling, and social service programs schools offer (Adelman & Taylor 2010). Adding to the work done by student support personnel is whatever the community can offer to collocate and/or link to schools.

Although numerous societal factors are involved, the primary justification for strengthening mental health services in schools generally revolves around the following points:

- Schools offer optimal accessibility to students (and their families) in need of mental health assistance.
- Effective academic performance and positive student well-being can be affected by psychosocial, mental, and physical health issues.

Howard S. Adelman, PhD, & Linda Taylor, PhD, School Mental Health Project, & Center for Mental Health in Schools, University of California, Los Angeles

RJUHSD CHKS 2017

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	—	71	67	53
Yes	—	29	33	47

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 10 respondents.

NT (Non-Traditional) includes continuation, community day, and other alternative school types.

RJUHSD CHKS 2017

Table A8.5

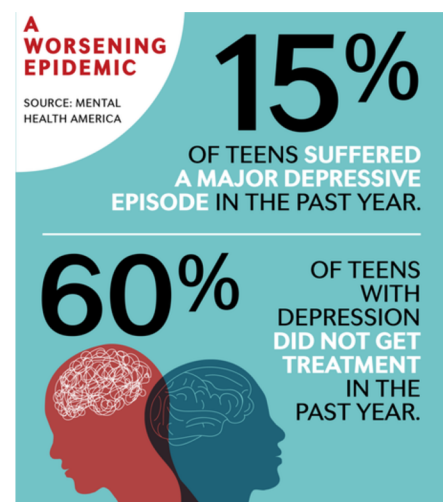
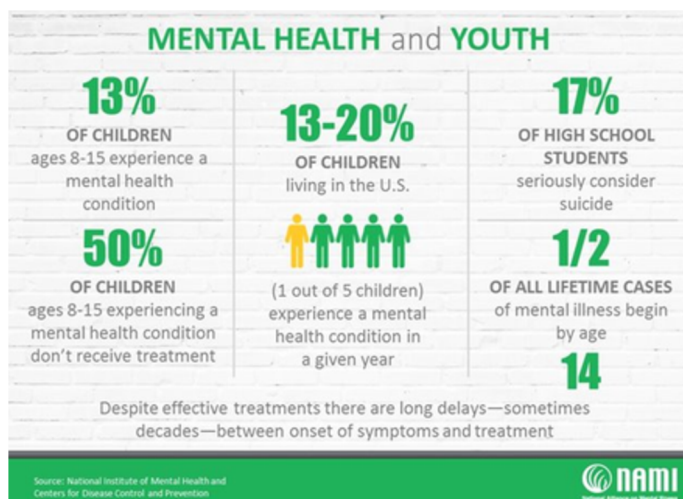
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	85	85	67
Yes	na	15	15	33

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.



Who We Serve

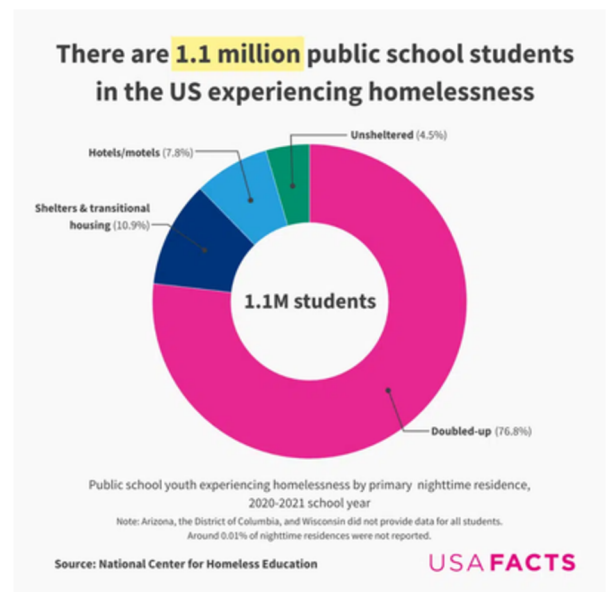
Every school site within RJUHSD hosts a dedicated physical space where **ALL** students and their families can readily access support and services. While the school Wellness Centers are structured uniformly across campuses, each Wellness Center embraces the unique cultural differences that enrich the individual school community.

The majority of students navigate their school days successfully and may only need occasional extra support through Wellness Centers. There are some students who face challenges at school and require deeper layers of assistance. Social, emotional, and mental health struggles can directly impact a student's ability to engage with academic rigor. Extensive research underscores the necessity for support and has revealed specific groups of "at-promise" students who derive significant benefits from additional assistance as outlined in [CA AB413](#).

At-promise students are often at risk of school failure and poor outcomes beyond their K-12 education. At-promise students are often identified as:

- Foster Youth
- LGBTQ+ Youth
- English Language Learners
- Youth involved in the Juvenile Justice System
- Youth living in Homeless Situations
- Migrant Youth

The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruption. They also build key capacities—such as the ability to plan, monitor, and regulate behavior—that enable children to respond adaptively to adversity and thrive. This combination of supportive relationships, adaptive skill-building, and positive experiences is the foundation of resilience.








The Wellness Centers play a vital role in reaching out to students and families who may need additional support to enhance their educational access. ALL students can access the Wellness Center for support and services, although a connection automatically occurs between our at-promise students and the Family and Community Engagement Liaisons (FACE) whenever an at-promise student enrolls at any RJUHSD school.

The Wellness Center staff also extends assistance to school personnel. Wellness Center staff are educated and trained in mental health and often provide guidance to school staff and administrators in effectively supporting students facing mental health challenges. By collaborating closely with school counselors and special education teams, Wellness staff identifies and implements best-practices to foster a cohesive systemic approach to school-based services.

How Wellness Centers Work

The Wellness Centers align with the Multi-Tiered System of Support (MTSS) framework. This framework facilitates an awareness, prevention, and intervention model to support student social, emotional, and mental-health needs. Within the three tiers of the framework, Wellness Centers implement a range of activities aimed at supporting all students seeking assistance:

Tier 1 Supports

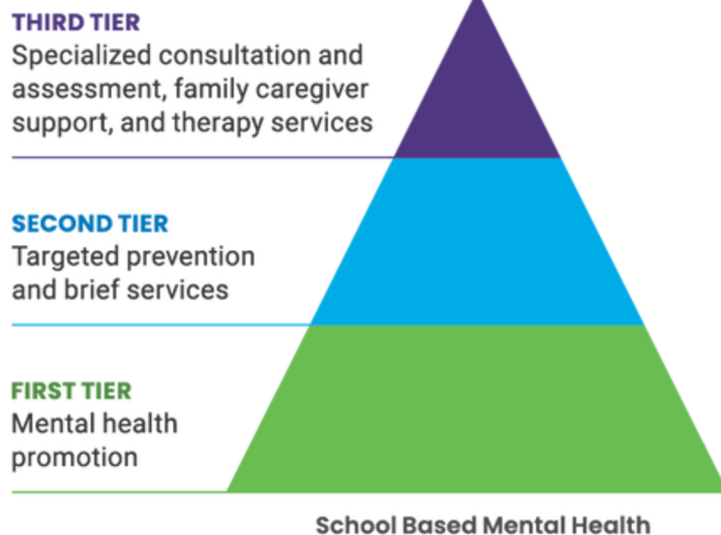
-  Themed Awareness Months
 - Classroom push-ins
 - Quad activities
-  Wellness Center
 - Safe Space
 - Drop-in support
 - Crisis support
-  Participation in Leadership
 - Site Leadership meetings
 - Intervention Response Team
 - Attendance Support Processes
 - Co-Vitality Universal Screener
 - Care Solace/Resource and Referral - Students and Staff
-  Community Collaboration
 - Children's System of Care
 - Kids First
 - Lighthouse
 - Granite Wellness
 - Roseville Police Department
 - 211
 - PCOE
 - Placer Food Bank
-  University Intern/Trainee Program
 - 13 University Partnerships
 - Marriage and Family Therapist
 - Professional Clinical Counselor
 - Social Worker
 - Psy'D
 - PPSC - School Social Work

Tier 2 Interventions








Group Therapy Support, examples might include:

- Anxiety
- Depression
- Healthy Relationships
- Grief and Loss
- Girls Circle
- Boys Council
- Safe Space
- The Body Project (Eating Disorders)



Tier 3 Interventions

-  Individual Therapy
-  Case Management
-  Attendance Resources
-  Teen Intervene
-  Change Journals

All Wellness Center activities adhere to a curriculum-based approach and are supported as evidence-based practices. Awareness initiatives occur in outdoor settings, allowing students the autonomy to decide their participation. Classroom visits, primarily in Health classes, are conducted to assist teaching staff and are aligned with the approved instructional curriculum.

Accessing Wellness Center Services

RJUHSD can assist families in accessing services within the school's Wellness Center and outside of the district through community-based providers.

Care Solace

If a student and/or parent/guardian feel services outside of school could be a better fit, RJUHSD provides a service called Care Solace. Care Solace is an online resource with a live 24/7 concierge line that assists individuals in finding local mental health related programs and counseling services by navigating the mental health care system on your behalf to find community-based providers and secure appointments as quickly as possible with the best care possible. Care Solace takes into account all types of private insurance including Medi-Cal, Medicaid, Medicare, and those that have no insurance. RJUHSD's partnership with Care Solace provides access to services for our families at no cost.

To access Care Solace, visit <https://www.caresolace.com/site/rjuhsd>

Email: weserve@caresolace.org

Phone/Text: (888) 515-0595

Accessing Services Through the Wellness Center

The process for accessing services in our school-based Wellness Center begins with a referral. There are three referral sources for services: Parent/Guardian, Staff, and Student. Referrals to the Wellness Center can be accessed here, [Student Self-Referral](#) [Parent/Guardian Referral](#)

If a staff member makes a referral, it is mandatory for the parent/guardians to be notified by the referring party. When a student submits a self referral they acknowledge that their parent/guardian will be contacted prior to the intake meeting. Within a week of receiving a referral, and following parent permission, the Wellness Center Mental Health Associate/Specialist (MHA/S) will contact the student for a face-to-face intake meeting.

The Wellness Center Intake Meeting

The intake meeting, which typically lasts 15-30 minutes, is a conversation that determines the level of student interest and reviews the challenges that lead to the referral. The goal of the meeting is to discuss with the student the service options provided through the Wellness Center and the community.

If the student is interested in receiving services through the Wellness Center the parent/guardian is invited to a meeting and/or conversation where an informed consent for services is signed by both the parent/guardian and the student. Once parent permission is granted, a Wellness Center staff is assigned and services begin. Students retain the right to opt-out of services at any time.

Clinical Services

All clinical services provided to students require an informed consent for services to be signed by a parent/guardian and the student before commencement of services.

A) Bio-Psycho Social Assessment

A biopsychosocial (BPS) assessment is a clinical evaluation that considers how biological, psychological, and social factors can affect a person's health and well-being. The goal is to identify how these factors contribute to a student's social and psychological health, and to help the therapist to understand and address the students' needs.



B) Individual Therapy

School-based individual therapy mirrors the individual therapy services available in the community. Students are assured confidentiality, except in cases where they pose a threat to themselves or others, or are victims of abuse or neglect. As part of the process, students engage in a biopsychosocial (BPS) assessment. Parents/guardians are encouraged to meet with their student's therapist and participate in the parent portion of the BPS assessment. RJUHS Wellness employs a similar BPS as Placer County Behavioral Health. Students actively contribute to developing their treatment plan or set of therapy goals. Students typically meet with their designated therapist once a week for sessions lasting 30 to 50 minutes. Meeting times vary and options are available before and after school or during lunch periods to minimize class disruptions. Upon achieving their set goals, students participate in a termination process and celebrate their progress. This collaborative approach ensures that treatment goals are met effectively.

C) Clinical Case Management

Clinical Case Management is a service tailored to aid students engaged in therapeutic support beyond the school setting. Like individual and group therapy, this service upholds confidentiality. When students receive this service, a Release of Information (ROI) is requested to liaise with their external therapy provider. The primary objective is to empower students to apply the knowledge and skills acquired in outside therapy to navigate challenges within the school environment. Rather than introducing new skills, the focus is on reinforcing and applying existing skills to school-related situations. Students typically meet with their case manager for approximately 15-20 minutes each week and meeting times vary to ensure students do not consistently miss the same class.

Clinical Services

(continued)

D) Group Therapy / Support Group

School-based group therapy mirrors group therapy services available in the community. Students are ensured confidentiality, except in cases where they pose a risk to themselves or others, or are subjected to abuse or neglect. Group therapy sessions adhere to evidence-based curriculum and typically span 6 to 10 sessions with each lasting approximately 30-50 minutes.

Support groups are driven by student need. Support groups provide a safe space for students with similar challenges to connect and talk.

Both group therapy and support groups typically convene once a week, with scheduling designed to vary between class periods, ensuring students do not miss the same class repeatedly.



Non-Clinical Services

The following non-clinical services require an informed consent for services to be signed by a parent/guardian and the student before commencement of services.

A) Teen Intervene

Teen Intervene serves as a screening and brief intervention designed to support students grappling with vaping and/or substance use. It is an evidence-based practice frequently employed in RJUHSD, especially as a resource for students who violate school rules by vaping or using illegal substances on campus during school events. Participation in Teen Intervene often results in a reduction of the suspension period associated with such infractions. However, there is no obligation for students who breach school rules to engage in this intervention. Students can also voluntarily seek support through a referral form if they recognize their own substance use issue and desire help. Similarly, if a student's parent/guardian seeks assistance for their student's substance use, they can access support through the parent referral form. For students requiring a higher level of substance use intervention, Wellness offers "The Forward Thinking Journals," developed by The Change Company. If a student's substance use necessitates more intensive treatment beyond what the Wellness Center can provide, staff will connect the student and their family with community referrals for appropriate support.

Non-Clinical Services

(continued)

B) Resource Case Management

Targeted Case Management is a specialized service intended to assist students and families in addressing fundamental needs. Students expressing a need for support are encouraged to partake in a needs assessment. This assessment encompasses various areas, including assistance with clothing, food, transportation to and from school, school supplies, and access to medical, dental, and vision resources. Within RJUHSD, resources such as backpacks loaded with school supplies, hygiene kits, and provisions of food items are available to support students and families. The Case Manager also facilitates engagement with community resources, such as Placer Food Bank, Lost But Not Forgotten program, additional clothing assistance programs, and county resources for medical care, including assistance in accessing Medi-Cal programs. Students can expect to meet with their case manager several times to alleviate barriers to academic success.



C) Mentorship

Mentorship serves as a less formal support service aimed at students seeking a connection within the campus community. This voluntary assistance is available to students desiring periodic check-ins with an adult on campus. The frequency of check-ins is determined by student need and are guided by the student's preferences. Mentors are typically individuals such as the FACE, or bachelor-level intern. The staff member listens, foster social connections, and acts as a supportive adult.



Schoolwide Supports

Schoolwide Wellness Supports

Schoolwide wellness supports, otherwise known as Tier 1 supports, are available to all students in the school. Schoolwide social emotional learning (SEL) supports address the social, emotional, and behavioral needs of all students. These supports help foster positive environments where students feel safe and supported, and address universal needs related to social/emotional health and well-being.



Drop-in Support

The Wellness Center serves as a safe space where students can drop in throughout the day. Drop-in support varies based on student need. Many students utilize drop-ins for brief brain breaks, lasting 10-to-15 minutes. Others may come in crisis and request to speak with Wellness staff. If the crisis escalates to a point where the student poses a risk to themselves or others, the district protocol is activated. However, if the crisis does not meet that criterion the student is provided with supportive listening and coping strategies before being returned to class, as deemed appropriate. The Wellness Center is closely monitored and if students appear to be excessively utilizing drop-in privileges, this is addressed directly with them. Drop-ins that interfere with academic progress are also addressed. Wellness staff recognize that teachers are responsible for managing their classroom. If a teacher believes a student is misusing drop-in privileges, the student's request to leave class may be denied. If a student misses class to go to the Wellness Center, parents/guardians are notified of their student's visit via AERIES attendance.



Wellness Center Staffing

The Wellness Centers are staffed on multiple levels with staff holding varying degrees of education and experience. Before interacting with students, all staff undergo a rigorous clearance process through RJUHSD Human Resources. Each school site has an assigned Wellness and Prevention Coordinator, Mental Health Associate or Specialist (MHA/S), Family and Community Engagement Liaison (FACE), and several university interns/trainees. Intern/trainee levels vary from year-to-year and site-to-site based on need.

Navigating Mental Health Profession & Professionals

All mental health professions and professionals are regulated by either the [CA Board of Behavioral Sciences](#) (BBS) or the [American Psychological Association](#) (APA). These regulating agencies establish best practice guidelines, and the BBS governs the licensing process for Licensed Clinical Social Workers (LCSW), Marriage and Family Therapists (MFT), Professional Clinical Counselors (PCC), and the APA for Clinical Psychologists. The Wellness Centers have four position categories or job descriptions throughout the program and licensure requirements:

- **Wellness and Prevention Coordinator:**
Licensed Clinical Social Worker and hold a valid Pupil Personnel Services Credential (PPSC) in school social work
- **Mental Health Specialist (MHS):** Licensed MFT, PCC, or LCSW with at least two years post licensure experience
- **Mental Health Associate (MHA):** Associate Clinical Social Worker, Associate Marriage and Family Therapist, or Associate Clinical Counselor registered with the BBS and working under clinical supervision toward their clinical license
- **Family and Community Engagement Liaison (FACE):** Any combination equivalent to two years of experience working with youth, families and/or regional/local community based organizations; and two years of college coursework in social work, education health, or related field.



Along with the RJUHSD staff mentioned above, the Wellness Centers operate a well-established and sought after internship program for university students working toward various degrees in a social services field of study. The following are the different intern, trainee, and practicum students:

- Marriage and Family Therapy Trainees - second year graduate students
- Professional Clinical Counselor Trainees - second year graduate students
- PsyD practicum students - in various stages of a practicum program working toward their Doctorate in Clinical Psychology
- Master of Social Work Interns I and II - first and second year graduate students, respectively
- Bachelor of Social Work Interns - completing a bachelor's degree program
- Pupil Personnel Services Credential in school social work interns - PPSC interns hold a Master of Social Work degree and are working to earn their PPSC in school social work. PPS credentials are governed by the [CA Commission on Teacher Credentialing](#) (CTC)



Wellness Center Staffing

(continued)

Intern Supervision

For the purposes of this handbook, the terms “intern”, “trainee”, and “practicum student”, are synonymous and all will be referred to as “interns”. The Wellness Center intern program is engaged with 13 universities to support the work done with students in Wellness. The universities are accredited to provide an educational program that aligns with the BBS and APA’s ethical, legal, and best practice guidelines to prepare students to work in their prospective mental health profession.

All Interns are required to participate in clinical supervision in order for their work with students to be monitored and supported. The level of supervision is governed by both the intern’s university and their governing body. All interns are required to participate in multiple levels of supervision throughout the work week:



- Weekly two-hour clinical group supervision
 - This group is facilitated by a clinically licensed Wellness staff with a minimum of two years post-licensure experience. Clinical supervisors have also participated in a 16-hour clinical supervisory training and hold the position of Mental Health Specialist II or Coordinator.
- Individual clinical supervision
 - For every five hours an intern spends individually or in a group with students, they are required to meet with an assigned clinical supervisor for a minimum of one hour.
- Consultation
 - All interns have access to consultation on an as-needed basis. At any time throughout the workday interns have access to their MHA/S and/or Coordinator. Consultation is a requirement for any and all situations that pose a safety risk to any student.
- Direct observation
 - All interns are observed in the Wellness Center milieu and provided feedback regarding their interactions with students. As well, individual and group sessions are directly observed multiple times each semester and clinical coaching and feedback are provided.
- University evaluations
 - Interns are evaluated each semester by their clinical supervisor per their university guidelines. Following the evaluation, the intern, clinical supervisor, and university faculty meet and review the interns’ goals, strengths, and areas for growth.



UNIVERSITY OF
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CHANGE THE WORLD FROM HERE



Training and Professional Development

Interns participate in an initial three-day orientation and monthly professional development while with RJUHSD Wellness Centers. Training is provided by experienced Wellness Center staff and experts in the community. Evidence based practice trainings include Cognitive Behavioral Therapy, Motivational Interviewing, Trauma Informed Practices, Narrative Therapy, and Dialectical Behavioral Therapy.

Funding & Board Policy

Wellness is a multi-funded program with evolving opportunities for new funding streams to support the work done with students and families. The primary funding source for the Wellness program is the Local Control Accountability Plan (LCAP), which can be found on the RJUHSD website. The remaining funding sources are grants through various state and community grantors.

- Raley's - Tea stations and snacks
- Kaiser - Staff professional development
- Adventist Health - Wellness furniture
- Sutter Health - Professional development and intern stipends
- McKinney-Vento - Salary, school supplies, hygiene kits, transportation, and basic needs
- Tobacco Use Prevention Education - Salary and engagement activity materials



Board Policies and Administrative Regulations Relevant to Wellness

The Wellness Center program is guided by and adheres to relevant CA laws, School Board Policies and Administrative Regulations. Below is a list of those that apply:

- [Policy 5141.5: Mental Health](#)
- [Policy 5141.52: Suicide Prevention](#)
- [Regulation 5141.52: Suicide Prevention](#)
- [Family Educational Rights and Privacy Act \(FERPA\) of 1974](#)
- [Policy 5141.4: Child Abuse Prevention And Reporting](#)
- [Regulation 5141.4: Child Abuse Prevention And Reporting](#)
- [Policy 5020: Parent Rights And Responsibilities](#)
- [Regulation 5020: Parent Rights And Responsibilities](#)
- [Policy 5020.2: ^Student Rights And Responsibilities](#)
- [Regulation 5020.2: ^Student Rights And Responsibilities](#)



Frequently Asked Questions

- ***Why do we need Wellness Centers?***

- Wellness Centers are not a new concept and have been in place in many school districts for decades. It is well researched that youth may experience mental health challenges as they navigate adolescence and one in five youth struggles with a mental health challenge at any given time. Accessing community mental health services for youth who are in school six hours of the day can be difficult and the school Wellness Centers provide support when and where youth and families can access it.

- ***Can teachers tell students they cannot go to the Wellness Center?***

- If a teacher believes a student is abusing the Wellness Center or trying to avoid class, the teacher can deny the student's request to leave class. Wellness Center staff does encourage teachers to allow students who are in crisis to access support when needed.

- ***Do students get to "hang out" or take a nap in the Wellness Center?***

- No. Students are allowed a 10-15-minute brain-break in the Wellness Center and will then return to class.

- ***Are parents notified when their child visits the Wellness Center?***

- All students sign-in when entering the Wellness Center and parents/guardians will receive an attendance notification if a student misses class time to visit the Wellness Center.

- ***Are services provided through the Wellness Center confidential?***

- Yes. Students are provided confidential services through the Wellness Center. However, there are exceptions. If a student presents as a danger to themselves, others, or are being abused or neglected in any way this information is not kept in confidence. Parents/Guardians and necessary school staff are needed to ensure safety is involved.

- ***As a student, if someone refers me for Wellness services do I have to participate?***

- No. Wellness Center services are all voluntary.

- ***Are parents/guardians welcome to visit the Wellness Center and meet with their child's potential therapist?***

- Yes. Wellness Center staff encourages parent/guardian participation in their student's support and services through the Wellness Center. Parents/Guardians are welcome to call and speak with their student's service provider or make an appointment to meet face to face at any time.

If you have questions about the RJUHSD Wellness Centers please contact:

Craig Gibbs, LCSW, PPSC - cgibbs@rjuhsd.us
RJUHSD Wellness & Prevention Coordinator



Title IX Prohibition of Sex Discrimination

Title IX of the Education Amendments of 1972 ("Title IX"), implemented at 34 C.F.R. § 106 et seq., provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by an entity, including a K-12 school district, that receives federal financial assistance. Sex discrimination includes discrimination based on sex stereotypes; sex characteristics; pregnancy or related conditions; parental, family or marital status; sexual orientation, and/or gender identity. (34 C.F.R. §§ 106.10; 106.20.) In compliance with Title IX 1, the Roseville Joint Union High School District ("District") prohibits sex discrimination in any education program or activity that it operates, including but not limited to student programs and/or activities and employment. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Title IX Coordinator

The following is the contact information for the District's Title IX Coordinator(s):

Rob Hasty
Executive Director of Human Resources
1750 Cirby Way, Roseville, CA. 95661
rhasty@rjuhsd.us (916) 786-2051

Applicable Board Policies and Administrative Regulations

The District's nondiscrimination policy, sexual harassment policy, and Title IX grievance procedures can be located on the District website at <https://www.rjuhsd.us/>

Applicable Board Policies and Administrative Regulations include:

□ Students: Board Policy & Administrative Regulations:

□ 5145.3 – Nondiscrimination and Harassment

□ 5145.7 – Sex Discrimination and Sex-Based Harassment

□ 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

□ Adults:

o Board Policy & Administrative Regulations:

□ 0410 – Nondiscrimination in District Programs and Activities

□ 4030 – Nondiscrimination in Employment

□ 4119.11 – Sex Discrimination and Sex-Based Harassment

□ 4119.12 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures Reporting Conduct/Filing a Complaint

All individuals are encouraged to report conduct that may constitute sex discrimination, including but not limited to sex-based harassment.

All employees, except for designated confidential employees, are required to report conduct that may constitute sex discrimination, including but not limited to sex-based harassment, within one (1) day of learning of the same.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator.

Additional Resources

Additional resources may be found at:

□ California Department of Education ("CDE"): <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

□ California Civil Rights Department ("CRD"): CRD | Civil Rights Department (ca.gov)

□ U.S. Equal Employment Opportunity Commission ("EEOC"): <https://www.eeoc.gov/sex-based-discrimination>; <https://www.eeoc.gov/sexual-harassment>

□ United States Department of Education Office for Civil Rights
<https://www2.ed.gov/about/offices/list/ocr/index.html>

□ United States Department of Education Office for Civil Rights Complaint:
<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

□ United States Department of Education Office for Civil Rights Contact Information: 1-800-421-3481 or ocr@ed.gov

**ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT
NOTICE OF STUDENT RIGHTS UNDER TITLE IX**

Title IX Prohibition of Sex Discrimination

Title IX of the Education Amendments of 1972 ("Title IX"), implemented at 34 C.F.R. § 106 et seq., provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by an entity, including a K-12 school district, that receives federal financial assistance. Sex discrimination includes discrimination based on sex stereotypes; sex characteristics; pregnancy or related conditions; parental, family or marital status; sexual orientation, and/or gender identity. (34C.F.R. §§ 106.10; 106.20.) In compliance with Title IX, the Roseville Joint Union High School District ("District") prohibits sex discrimination in any education program or activity that it operates, including but not limited to student programs and/or activities and employment. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Student Rights Under Title IX

Students have the following rights under Title IX:

1. To participate in a District program or activity without being subject to acts of sex discrimination, including but not limited to acts of sex-based harassment.
2. To be reasonably accommodated for pregnancy and related conditions.
3. To reasonable protection of privacy.
4. To be notified of how to receive confidential assistance.
5. To receive adequate notice of the District's grievance procedures, including informal resolution and a formal investigation.
6. To file a complaint alleging sex discrimination and to do so without being subject to retaliation.
7. To receive supportive measures that are non-disciplinary in nature and appropriate under the totality of the circumstances.
8. To receive adequate notice of the allegations, dismissals, delays, meetings, proceedings, and determinations.
9. To be treated equally during participation in the grievance procedures.
10. To have conflict-of-interest free and bias-free Title IX Coordinators, investigators, and decision-makers.
11. To a reasonably prompt and effective completion of applicable grievance procedure.
12. To an objective evaluation of the relevant evidence and the exclusion of the impermissible evidence.
13. To an equal opportunity to present fact witnesses and other evidence.
14. To an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and a reasonable opportunity to respond to such evidence.
15. To have the District take reasonable steps to prevent and address unauthorized disclosures of evidence gathered during the grievance procedure.
16. To have an advisor of their choice attend all meetings and/or proceedings as well as assist with inspection and review of evidence.
17. If it is determined that sex discrimination occurred, to remedies; disciplinary sanctions for the individual(s) responsible; and other appropriate prompt and effective steps to ensure that sex discrimination does not occur or recur.
18. To appeal or challenge decisions regarding supportive measures, dismissals, and determinations of responsibility, in accordance with the District's Title IX Grievance Procedures. Students who are alleged to have engaged in conduct amounting to sex discrimination ("Respondents") also have the following rights:
 - To be presumed not responsible until grievance procedures are completed and a determination of responsibility is made.
 - To not be disciplined until grievance procedures are completed and a determination of responsibility is made.

Student Rights Pursuant to Education Code Section 221.8

In addition to Title IX, the California Education Code similarly prohibits discrimination of students on the basis of sex. Education Code section 221.8 provides as follows:

The following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), may be used for purposes of Section 221.6:

- (a) You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- (c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all the following:
 - 1. Equipment and supplies.
 - 2. Scheduling of games and practices.
 - 3. Transportation and daily allowances.
 - 4. Access to tutoring.
 - 5. Coaching.
 - 6. Locker rooms.
 - 7. Practice and competitive facilities.
 - 8. Medical and training facilities and services.
 - 9. Publicity.
- (f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- (g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- (h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or the state Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- (i) You have the right to pursue civil remedies if you have been discriminated against.
- (j) You have the right to be protected against retaliation if you file a discrimination complaint.

Title IX Coordinator

The following is the contact information for the District's Title IX Coordinator(s):

Rob Hasty
Executive Director of Human Resources
1750 Cirby Way, Roseville, CA. 95661
rhasty@rjuhsd.us (916) 786-2051

Applicable Board Policies and Administrative Regulations

The District's nondiscrimination policy, sexual harassment policy, and Title IX grievance procedures can be located at <https://www.rjuhsd.us/Applicable Board Policies and Administrative Regulations> include:

Board Policy & Administrative Regulations:

- 5145.3 – Nondiscrimination and Harassment
- 5145.7 – Sex Discrimination and Sex-Based Harassment
- 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures Reporting Sex Discrimination

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator.

Additional Resources

Additional resources may be found at:

□ California Department of Education (“CDE”): <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

□ United States Department of Education Office for Civil Rights:

<https://www2.ed.gov/about/offices/list/ocr/index.html>

□ United States Department of Education Office for Civil Rights Complaint:

<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

□ United States Department of Education Office for Civil Rights Contact Information: 1- 800-421-3481 or ocr@ed.gov

□ California Interscholastic Federation, Gender Diverse Youth Sport Inclusivity Toolkit:

https://www.cifstate.org/parents-students/CA_Gender_Diversity_Toolkit.pdf

□ California Interscholastic Federation, Discrimination or Harassment Complaint Form:

https://www.cifstate.org/sports/sportsmanship/response/Discrimination_Harassment_Complaint_Form.pdf

ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT NOTICE OF EMPLOYEE RIGHTS UNDER TITLE IX Title IX Prohibition of Sex Discrimination

Title IX of the Education Amendments of 1972 (“Title IX”), implemented at 34 C.F.R. § 106 et seq., provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by an entity, including a K-12 school district, that receives federal financial assistance. Sex discrimination includes discrimination based on sex stereotypes; sex characteristics; pregnancy or related conditions; parental, family or marital status; sexual orientation, and/or gender identity. (34 C.F.R. §§ 106.10; 106.20.)

In compliance with Title IX, the Roseville Joint Union High School District (“District”) prohibits sex discrimination in any education program or activity that it operates, including but not limited to student programs and/or activities and employment.

Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

Employee Rights Under Title IX

Employees have the following rights under Title IX:

1. To participate in a District program or activity without being subject to acts of sex discrimination, including but not limited to acts of sex-based harassment.
2. To be reasonably accommodated for pregnancy and related conditions.
3. To reasonable protection of privacy.
4. To be notified of how to receive confidential assistance.
5. To receive adequate notice of the District’s grievance procedures, including informal resolution and a formal investigation.
6. To file a complaint alleging sex discrimination and to do so without being subject to retaliation.
7. To receive supportive measures that are non-disciplinary in nature and appropriate under the totality of the circumstances.
8. To receive adequate notice of the allegations, dismissals, delays, meetings, proceedings, and determinations.
9. To be treated equally during participation in the grievance procedures.
10. To have conflict-of-interest free and bias-free Title IX Coordinators, investigators, and decision-makers.
11. To a reasonably prompt and effective completion of applicable grievance procedures.
12. To an objective evaluation of the relevant evidence and the exclusion of the impermissible evidence.
13. To an equal opportunity to present fact witnesses and other evidence.

14. To an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and a reasonable opportunity to respond to such evidence.
15. To have reasonable steps taken by the District to prevent and address unauthorized disclosures of evidence gathered during the grievance procedure.
16. To have an advisor of their choice attend all meetings and/or proceedings as well as assist with inspection and review of evidence.
17. If it is determined that sex discrimination occurred, to remedies; disciplinary sanctions for the individual(s) responsible; and other appropriate prompt and effective steps to ensure that sex discrimination does not occur or recur.
18. To appeal or challenge decisions regarding supportive measures, dismissals, and determinations of responsibility, in accordance with the District's Title IX Grievance Procedures. Employees who are alleged to have engaged in conduct amounting to sex discrimination ("Respondents") also have the following rights:
 1. To be presumed not responsible until grievance procedures are completed and a determination of responsibility is made.
 2. To not be disciplined until grievance procedures are completed and determination of responsibility is made.

Title IX Coordinator

The following is the contact information for the District's Title IX Coordinator(s):

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Applicable Board Policies and Administrative Regulations

The District's nondiscrimination policy, sexual harassment policy, and Title IX grievance procedures can be located on the District website at <https://www.rjuhsd.us/> Applicable Board Policies and Administrative Regulations include:

- 0410 – Nondiscrimination in District Programs and Activities
 - 4030 – Nondiscrimination in Employment
 - 4119.11 – Sex Discrimination and Sex-Based Harassment
 - 4119.12 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- Reporting Sex Discrimination To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator.

Additional Resources

Additional resources may be found at:

- California Department of Education ("CDE"): <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>
- California Civil Rights Department ("CRD"): CRD | Civil Rights Department (ca.gov)
- U.S. Equal Employment Opportunity Commission ("EEOC"): <https://www.eeoc.gov/sex-based-discrimination>; <https://www.eeoc.gov/sexual-harassment>
- United States Department of Education Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- United States Department of Education Office for Civil Rights Complaint: <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>
- United States Department of Education Office for Civil Rights Contact Information: 1- 800-421-3481 or ocr@ed.gov