



Home of the Huskies

Parent & Student Handbook 2024 - 2025

Henderson Mission Statement

Henderson School is a community of RESPECTFUL, RESPONSIBLE, and SAFE citizens. Together we create a powerful and positive learning environment for everyone!

Henderson Vision

Student academic success – whatever support it takes!

Husky PBIS Motto



Henderson Huskies are Respectful, Responsible, and Safe.



Greetings from the Principal

Dear Henderson Families,

Welcome to Henderson's 2024-2025 school year.

I would like to introduce myself as the principal of Henderson Elementary School. I have been an educator for 20 years. I am Barstow born and raised! I graduated from Barstow High School. I have been employed with Barstow Unified School District in various positions - substitute teacher, 5th & 6th-grade teacher, district math coach, and assistant principal. This will be my second year as a principal. My own two children attended school here at Henderson Elementary School.

Henderson has a strong history of community and family. My goal is to work closely with staff and families to ensure student success and well-being. Student achievement is our priority and your child's education is very important to us at Henderson. Our school-wide goals include academic improvement, decreasing referrals and suspensions, improving attendance, and focusing on our English Language Learner students.

There are many opportunities for parents to be involved in our school. We encourage you to attend family nights, and parent-teacher conferences, communicate with your child's teacher, and join our PTO. All of these are ways to support your child.

I look forward to meeting and working with all of you. Let's have a great year!

Sincerely,

Kimberly Miller

Principal, Henderson School

HENDERSON ELEMENTARY OFFICE STAFF

Kimberly Miller, Principal	760-255-6250
Sandy Delfin, Administrative Assistant, Elementary	760-255-6250
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HENDERSON SCHOOL PARENT INVOLVEMENT POLICY

Parent involvement means the participation of parents in regular, two-way, meaningful communication concerning student academic learning and other school activities. Parents have the right to play an integral role in assisting their child's learning. This includes the right to be involved, as appropriate, in the school's decision-making processes in planning, monitoring, and evaluating school programs. The Parent Involvement Policy will be jointly developed with parent input and reviewed and revised annually at the end of the school year. Parents will be provided the following opportunities to participate in the policies, procedures, and activities of the school:

- A district and site web page will be maintained with information on programs, activities, and scheduled events.
- Regularly scheduled School Site Council (SSC) meetings will be held to plan, monitor, and evaluate school budgets and programs. Five parent positions are available on the SSC each serving one-year terms. Our parents of English Language Learners voted to be represented on the SSC. Elections are held annually for staggered terms. The Council is made up of representatives of the administration, teachers, support staff, and parents. SSC decisions are shared at regular monthly PTA meetings.
- Regularly scheduled parent involvement meetings will provide opportunities to share information about school programs, particularly those provided by Title I funds, and to seek parent input on revisions and improvements to programs, site policies, and procedures. Meetings will be scheduled at various times to meet the needs of all parents.
- The monthly newsletter will be used to provide information on school programs and activities.
- Site plans will be available in an understandable format in a language parents/guardians can understand when 15% or more of the parents speak another language. At this site, information will be provided in Spanish as needed or requested.
- Input from parents of students involved in the ELL programs or receiving Title I services will be sought on new and revised school policies and procedures. An annual Title I parent survey will be conducted to determine the effectiveness of Title I services to students, the results will be shared with the SSC and PTA. Improvements to these programs will be made based on the results of the parent surveys.
- The Single School Plan outlining program goals/objectives will be shared at parent involvement meetings throughout the school year, so parents may function as equal partners in implementing and coordinating effective programs

for students. The parent handbook including information on school policies, procedures, and budgets will be distributed annually to families.

- Information about the California Common Core State Standards for each grade level may be available in the parent handbook so parents know and understand the state/district expectations for student performance. The district Benchmarks for each grade level and the state SBAC assessment will be explained also.
- The school will be responsible for providing students with high-quality educational programs based on research-based best practices, and keep parents informed about programs through grade-level orientations, parent meetings, newsletters, and district/site web pages.

OPPORTUNITIES FOR PARENT INVOLVEMENT IN THE SCHOOL COMMUNITY

- Parent volunteers in classrooms and field trips will be encouraged. There is a required district screening of volunteers to ensure the safety and welfare of students. All volunteers are required to attend a district orientation regarding appropriate interaction with students and teachers.
- Parents will be invited to attend monthly award ceremonies where students are recognized for academic and social achievement.
- Parents will be invited to grade-level orientation meetings, school performances, special events such as family Bingo for Books, Science, and Math game nights, and the end-of-the-year Celebration day.
- Teachers will meet with parents after the first assessments of the year as needed if a student is found to not be meeting grade-level standards. An ILP (individual learning plan) will be developed for any student not meeting grade-level standards. This document will outline intervention plans at home and at school to help the student succeed academically. A parent conference will be held at the end of the first trimester to discuss student progress on the first report card. Parents will be contacted by teachers or the principal regularly as needed to discuss a student's overall welfare and academic achievement using trimester progress reports, phone calls, conferences, PBIS discipline forms, use of parent portal, emails, or notes home.
- Parent training may be available to teach parents strategies to help their children with reading and math homework and study skills.
- Meetings will be scheduled upon parent request when a parent/guardian is unable to attend scheduled parent/teacher conferences. Home visits will be arranged as needed if a parent cannot come to school.

- Teachers and the principal will be accessible to parents and will maintain ongoing communication concerning student academic or social progress. Student study team meetings (SST) will be scheduled as needed to address student issues or needs. The team members will consist of the SST coordinator, teacher, principal, and any other district or SELPA personnel deemed necessary. A school psychologist will be included as needed to address student behavior issues.

Henderson Elementary School Compact 2023- 2024

Staff Pledge: To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- *Provide high-quality curriculum and instruction
- *Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- *Provide reasonable access to staff and opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn and maintain high expectations.
- Provide a warm, safe, and caring learning environment
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision-making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff, and families

Student Pledge: To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments, and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff, and families

***Family/Parent Pledge:** To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention, and proper nutrition
- Regularly monitor my child's progress in school

- Participate in activities at school, such as school decision-making, volunteering and/or attending parent-teacher conferences
- Respect the school, staff, students, and families

_____	_____
Parent/Guardian	Student
_____	_____
Teacher	Date

The ABCs of Henderson School

ABSENCES DURING THE REGULAR SCHOOL YEAR

Education Code sections 46010 and 48205 identify the acceptable reasons for “excused” absences for the purposes of satisfying the California State Compulsory Attendance Law (E.C. 48200.) Students who are “excused” must be given an opportunity to complete work that is reasonably close to, but not necessarily identical to, missed work. The types of absences identified in these codes include the following:

1. Personal illness (school may require a doctor’s note if the school deems the absences are excessive.)
2. Personal medical appointment (could require doctor’s verification.)
3. Funeral services of a parent, sibling, grandparent, or any relative living in the child’s immediate household (limit is one day in the state and three days out of state.)
4. Personal court appearance (requires verification.)

Absences and tardies are tracked from the daily attendance turned in by teachers. There is a law in California that states if a student misses 10% of the possible school days (18 days,) charges can be filed with the district attorney’s office. The district’s “Attention to Attendance” program generates a first letter to parents notifying them of the number of absences. A second letter is generated when more absences occur and requires parents to meet with the principal to look for solutions. Beginning with the 9th unexcused absence, the school begins tracking for referral to the School Attendance Revue Board (SARB), which requires parents to show up and work on finding a solution to the problem. Please avoid this possibility by ensuring students' regular attendance at school or by providing doctor's notes for excessive absences.

Leaving school early is considered a reverse tardy. Please try to schedule appointments after school to avoid missing school. Students will NOT be released during the last 15 minutes of the school day (after 2:45 on M, T, Th, F, and after 1:00 on Wednesday)

On-time every day equals success for your child. Our goal is no more than 18 absences a school year.

Perfect attendance flags are flown outside of the classrooms that have all students in attendance (with no tardies). Classes that earn the highest percentage of attendance will be recognized.

ARRIVAL AND DEPARTURE

Be here every day on time. Attendance is very important! Our goal is that all students attend daily so they don't miss out on instruction. If for some reason your child is absent, please call the school first thing in the morning at **(760) 255-6250** and let us know why he/she is out.

School Hours		
Monday, Tuesday, Thursday, Friday	8:30 am - 3:00 pm	
Wednesday-Short Day	8:30 am - 1:15 pm	
Tardies		
First Bell	8:15 am	<u>No student is permitted on campus before 8:00 a.m.</u>
Tardy Bell	8:30 am	
Students will be marked tardy if they are not in their classrooms at 8:30 am.		
Dismissal Bell	3:00 PM	
Wednesday Early Out Bell	1:15 PM	

Bicycles/Scooters may be ridden to school but must be locked at the bike rack upon arrival. Helmets are required when riding a bike. Skateboards, roller skates, and shoe wheelies are prohibited. When dropping students by car, you must go through the “U” shaped driveway, dropping students at the **third gate**. **Entering the EXIT or dropping on the west side of Avenue E and U-turns are not allowed.** This has resulted in accidents in the past. Parking in the red curb area in front of the drop-off area is not allowed during arrival and dismissal times. The school is responsible for student safety coming and going to school (walking or riding the bus). Therefore, there may be disciplinary action for safety violations including running in the street, fighting, or hitting other students.

BUS TRANSPORTATION VIOLATIONS

Students using school transportation must follow bus rules. The principal receives copies of student discipline forms sent home to parents by the bus driver and will take appropriate action at school including, counseling on first citations and consequences on other citations. The principal is responsible for student safety/behavior to and from school (including bus behavior and walking to and from the bus stop to home.) These citations also go into the school computer database.

CAFETERIA BEHAVIOR

Students are expected to enter in an orderly manner, sit with the class at assigned tables, converse quietly without yelling, and they are expected to clean up the table of paper goods and food waste. Students stay seated until dismissed by noon supervisors. Students need to be safe, respectful, and responsible, and follow the directions of the noon supervisors. When dismissed, they are to line up outside the cafeteria on the yellow lines.

CURRICULUM

Textbooks:

Textbooks assigned to students will be replaced if damaged or lost by parents
 Language Arts-McGraw Hill *Wonders* Series
 Math-Houghton Mifflin *GO MATH!* Series
 Social Studies- Pearson Scott Foresman Series
 Science- Amplify

Support materials:

Accelerated Reading Software Programs
 iReady
 Moby Max Software

Read Naturally Program
Reflex Math Program
Step Up to Writing Program
Test Prep material

DISRUPTIONS

Please plan ahead for student transportation after school, etc., to avoid disrupting classes. We want to ensure the safety of all students, and because we cannot verify the identity of the person requesting over the phone, we cannot deliver any message to the student. If you need to get a message to your child during the day, please stop by the office with your identification, and we will gladly pass on the message to your child. Phone calls in the office by students are to be made for emergencies only.

DRESS CODE & CLOTHING

Lost and Found-Unclaimed clothing such as jackets, sweaters, sweatshirts, and hats are kept in the Lost and Found box in the cafeteria. Please **label** all personal belongings with your child's name so that they can be returned if found. All unclaimed clothing will be donated in June.

Proper dress and grooming are expected for all students. The established BUSD dress code (updated 2022) includes the following guidelines:

[Dress and Grooming: Board Policy 5132](#)

[Additional Dress and Grooming Board Policy 5132](#)

DRESS CODE VIOLATION PROCEDURE

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

When a student is referred to the office for a dress code violation, the parents will be contacted for a change of clothing. Being aware of the dress code policy and following it, helps cut down the need for disrupting the school day with parent contacts for a change of clothing.

ELL PROGRAM:

English Language Learner: We have a significant ELL population. The staff meets the requirements to be designated highly qualified to instruct ELL students (CLAD or SDAIE certification). The program includes at least 30 minutes (outside of core Language Arts time) using *McGraw Hill Wonders* ELD materials (extra instruction in acquiring English skills). The program is supported by an ELL Para-educator. The English Language Advisory Committee (ELAC) meets at least five (5) times a year to advise on site budgets and site programs.

EVENTS:

Back to School Night – August 2024
Title I Parent Meetings – September 2024
Annual Science Fair
PBIS/Student of the Month Assemblies (academics/citizenship/attendance-parents invited)
PTA Meetings (monthly)
Annual End of the Year Carnival Day (PTA)
Family Nights: Training and Activities (Bingo for Books, Math & Science Night, etc.)
Saturday School (make-up for absences, dates to be announced)

EXPECTATIONS OF STUDENT BEHAVIOR/DISCIPLINE (PBIS)

To maintain a positive and safe learning environment, the district utilizes PBIS (Positive Behavior Intervention Systems). It is a district- and school-wide discipline plan. It is based upon a reward system for students. We will follow the following school-wide expectations: **Respectful, Responsible, and Safe.** Each student has the responsibility to exercise self-control and to respect the rights of others. School-wide expectations, rules, and consequences have been established and should be posted in each classroom. These rules state the appropriate behavior expected at school. Students are also asked to learn, recite, and follow the Husky Pride Pledge each day and at assemblies. Bullying of any sort (name calling, intimidation, physical harm) is not tolerated and can result in recess restriction, suspension, and placement in alternative programs. Toys are **NOT ALLOWED** on campus due to safety reasons.

Following school rules and respectful interaction with staff members and noon supervisors is expected of all students and family members. Progressive discipline will be followed to correct inappropriate behavior. Discipline will be used to modify and teach appropriate behavior, not to punish a student. A discipline form will be used to inform parents of serious discipline issues. A parent's signature may be required with the form being returned to school. Discipline recorded on forms going home will also be entered into the school computer database. If the discipline issue is serious, either the teacher or principal will contact the parent by phone if possible. A behavior contract will be required for ongoing discipline issues, signed by the student, parent, teacher, and principal to correct ongoing serious behavior issues.

Non-compliance with classroom or school-wide rules could result in one or more of the intervention strategies, but not limited to them:

- Conference with teacher and/or principal
- A notice of the violation will be sent home for parent/guardian signature
- Loss of recess privileges, field trip privileges, and detention
- In-school and/or at-home suspension
- A parent conference with the teacher or principal and/or Student Study Team to develop a Student Behavior Contract
- Failure to complete class work or homework after counseling and parent contact can result in in-school suspension
- The Principal has the final decision on all actions, which can include, but are not limited to social restriction, detention, suspension and/or expulsion

FIRE AND EARTHQUAKE/DISASTER EVACUATIONS

The fire drill signal is a series of short bells ringing for one minute, while the signal for an earthquake drill is a long-sounding bell. We conduct fire/earthquake drills once a month. We also conduct lockdown drills twice a year. A full-blown crisis simulation is also practiced during the year.

FOOD

Student lunches brought from home need to be nutritious and packaged correctly to prevent spoilage. Lunch boxes need to be washed nightly and students need to empty lunch boxes after each meal to avoid ants. **Large bags of chips, seasonings from home, and excessive sugary items, and sodas are not allowed.** There is NO SHARING of food. In an emergency, a parent would be allowed to bring a fast food lunch but not on a regular basis. Visitors are not allowed to go to the cafeteria. Please do not send items to be heated in a microwave or that need to be refrigerated as this is not available to students. ***Please notify the health office and teacher of any food allergies.**

GRADING

There are three grading periods, one per trimester

***1st trimester 8/7/24-10/25/24; *2nd trimester 10/29/24-2/14/25; *3rd trimester 2/18/25-5/28/25**

Grades are given as follows:

Rubric scores: *(Students at 3 and 4 are meeting grade-level standards)*

4 – Thorough Understanding

3 – Adequate Understanding

2 – Partial Understanding

1 – Minimal Understanding

Progress reports are sent home for every student approximately 6 weeks into each trimester or as needed for at-risk students. They must be given before assigning a score lower than a 3 in a subject on the report card. Parents may make arrangements with a teacher for more frequent progress reports.

HOMEWORK

Homework is an important part of your student's education. It helps develop independent study habits as well as provides opportunities to practice skills taught in the classroom. Responsibility for homework lies with the student. Parents support the student by setting a time for homework to be completed and establishing a place away from distractions for the student to work. Homework should not exceed ½ hour to 1 hour nightly depending on the grade level. If a student is taking longer to complete work, consult the teacher. It may be a sign the student is experiencing problems with understanding the concepts that are being taught. If a student is out ill, homework should be requested by the student or parent. Make-up time for absences is one day for each absence to get work turned in. Although it may seem a nuisance, homework prepares the student for junior high and high school, where more than one teacher will be assigning work. Failure to fulfill homework can result in a lower grade or possible failure of a subject. Refusal to do homework is considered defiance and can result in loss of activities. If a student is to be out of school for a prolonged period of time (5 days or more,) an independent study program is available. However, failure to turn in assigned work will count against attendance and grades.

NURSING/HEALTH CLERK SERVICES

A district nurse is available as needed; there is a health clerk available daily. Students are expected to practice good hygiene and health care. Basic first aid will be provided as needed. Parents will be notified of serious injuries. Students may be sent home for a change of clothing if not clean, or for hygiene issues that result in offensive odors.

PARENT RESPONSIBILITIES

According to District policy, parents also have responsibilities. District policy says parents should:

- Report to the office when visiting campus during school hours and receive a visitor's pass. A valid ID needs to be brought in and run through our RAPTOR system prior to receiving the pass.
- Call the office or provide notes excusing student absences within **72 hours**.
- Fill out release forms authorizing children to take medication at school.
- **Keep the office informed of address changes, telephone number changes, and emergency contact information changes.**
- Check clothing for dress code conformity before sending students to school, and ensure students come to school with clean hair and body.
- Keep in touch with teachers and be aware of daily assignments.
- Participate in parent conferences and meetings with teachers as requested.
- Appropriate clothing when visiting campus (no offensive shirt slogans and shoes required).
- Positively communicate with school personnel refraining from hostility and/or profanity in meetings or on the phone.
- Principals may restrict parents/guardians from the campus for inappropriate behavior or dress.

PHYSICAL EDUCATION

Henderson's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. Instruction in physical education shall be provided for a total time of not less than 200 minutes each 10 school days for students in grades 1-5. All students are required by law to participate.

STANDARDIZED TESTING (SBAC)

Common Core State Standards are available on the district website and from the classroom teachers. State-mandated academic tests are administered in April/May online. **It is important that students be in school for this.** We ask that family vacations or absences not be scheduled during this time period.

SUSPENSION OR EXPULSION

(under Education Code 48900)

The most important obligation that the school district has to students and parents is to provide a safe and healthful environment in which students may learn. The State of California has strengthened this obligation by indicating which student misbehaviors may result in suspension and/or expulsion from school. **In fact, items numbers 1-5 below are mandated recommendations for suspension and/or expulsion from school.** The Board of Trustees has also adopted a zero tolerance for drug involvement.

Behaviors that may result in suspension and/or expulsion from school:

1. Caused or attempted to cause or threaten physical injury to another person.
2. Possession or sale of firearms, knives, explosives, or replicas of weapons.
3. Possession, use, sale, or furnishing of drugs, alcoholic beverages, or intoxicants.
4. Offered, arranged, or negotiated to sell a controlled substance, and then sold, delivered, or furnished another substance, represented as a controlled substance.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possession or use of tobacco, or any products containing tobacco or nicotine products on campus.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Possession, offering, arranging, or negotiating to sell any drug paraphernalia.

11. Disrupted school activities or otherwise willful defiance.
12. Knowingly received stolen school property or private property.
13. Committed sexual harassment as defined in California Education Code 48900.2. This reason for suspension shall not apply to students in grades K-3.
14. Hate violence: violence as a result of another person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.
15. Harassment, threats, or intimidation.

TELEPHONE USAGE/ELECTRONIC DEVICES POLICY

The school phones are for school business only. Calls to the office will be answered between the hours of 7:45 a.m. and 3:45 p.m. Children may not use the office phone except in an emergency. An emergency is something that affects the child's health or safety. Calling home to ask permission to go home with a friend is NOT considered an emergency.

Student cell phones must be turned off during school hours and put away until off campus at dismissal. Students are reminded of this policy during the first week of school and throughout the year. The school is not responsible for the loss of a cell phone. Cell phones used by students during school hours will be confiscated and returned to the student at the end of the day on the first offense. If there is a second offense, it will only be returned to a parent/guardian and the phone will not be allowed on campus thereafter. Some backpacks are on hooks outside of the classrooms. If there is a concern about a cell phone being taken, please provide a lock for the backpack.

Electronic devices such as tablets, smartwatches, handheld gaming devices, etc. are prohibited from our campus, and the school will not be responsible for any prohibited device that is lost or stolen. Also, at no time, should a student be in possession of any laser pointer device. This can be grounds for suspension at the discretion of the school administration.

School-assigned devices, (e.g. iPads, Chromebooks, etc.) **ARE NOT ALLOWED OFF CAMPUS.** Staff members are not allowed to check devices out to the students for home usage. Students cannot take school devices home for any reason. If a student carries off a device from school, they and their family will be held financially liable for the cost of it along with disciplinary action, such as referrals and/or possible suspension.

BARSTOW UNIFIED SCHOOL DISTRICT'S NONDISCRIMINATION NOTICE

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

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

NOTICE,

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

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Title IX Coordinator
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**BARSTOW UNIFIED SCHOOL DISTRICT
NOTICE OF COMPLAINT PROCEDURES
FOR STAFF, STUDENTS, PARENTS AND GUARDIANS**

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

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

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

Uniform Complaint Procedure (UCP)

Complaints alleging retaliation, discrimination, harassment, intimidation, or bullying on the basis of any protected characteristic including disability, gender, gender identity, gender expression, nationality, immigration status, national origin, race or ethnicity, religion, and/or sexual orientation, and complaints alleging violations of state or federal laws governing educational programs, including non-compliance with laws relating to

pupil fees and the District's Local Control and Accountability Plan (LCAP) are subject to the District's Uniform Complaint Procedure ("UCP"), contained in BP and AR 1312.3.

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

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

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

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

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

Title IX Complaints by Students or Parents/Guardians

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

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

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

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

The District's Title IX Coordinator is:

Scott Godfrey, Asst. Supt., Educational Services
551 S. Avenue H., Barstow, CA 92311
(760) 255-6021
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Complaints Concerning Employees

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

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

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

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

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

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

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

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

Effective September 24, 2021

Barstow Unified School District 2024-2025 School Year Calendar

Board Approved 3/26/24

July 2024							January 2025							1/14 & 1/28 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	1/1/2025 - New Years Day- Holiday
	1	2	3	H 4	5	6				H 1	N 2	N 3	4	1/2 - 1/3 - Non Attendance Days
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	H 20	21	22	23	24	25	1/20 - Martin Luther King - Holiday
28	29	30	31				26	27	28	29	30	31		
Instructional Days 0							Instructional Days 19							
August 2024							February 2025							2/11 & 2/25 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	
					1	2							1	
						3								
4	5	6	1st 7	M 8	9	10	2	3	4	5	6	7	8	
11	12	13	14	15	16	17	9	H 10	11	12	13	14	15	2/10 - Lincoln's Birthday - Holiday
18	19	20	21	22	23	24	16	H 17	18	19	20	21	22	2/17 - President's Day - Holiday
25	26	27	28	29	30	31	23	24	25	26	27	28		
Instructional Days 18							Instructional Days 18							
September 2024							March 2025							3/11 & 3/25 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	
1	H 2	3	4	5	6	7							1	
8	9	10	11	12	13	14	2	3	4	5	6	7	8	
15	16	17	18	19	20	21	9	10	11	12	13	14	15	
22	23	24	25	26	27	28	16	17	M 18	M 19	M 20	21	22	3/18 - 3/20 - K-12 Minimum Days - Except CHS
29	30						23	N 24	25	26	27	28	29	3/18 - 3/20 - Parent Conferences
Instructional Days 20							30	31						3/24 - No School (Reserved for Make up)
October 2024							April 2025							4/8 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	
		1	2	3	4	5			1	2	3	4	5	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	
13	H 14	15	16	17	18	19	13	14	15	16	17	H 18	19	4/18 - Good Friday - Holiday
20	21	22	23	24	25	26	20	N 21	N 22	N 23	N 24	N 25	26	4/21 - 4/25 - Spring Break/No School
27	N 28	29	30	31			27	28	29	30				
Instructional Days 21							Instructional Days 16							
November 2024							May 2025							5/13 & 5/27 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	
						1						1	2	3
						2								5/22 - CHS Graduation
3	M 4	M 5	M 6	M 7	8	9	4	5	6	7	8	9	10	5/26 - Memorial Day - Holiday
10	H 11	12	13	14	15	16	11	12	13	14	15	16	17	5/27 - 5/28 - K-12 Minimum Days
17	18	19	20	21	22	23	18	19	20	21	CHS 22	23	24	5/28 - Last Day of School
24	N 25	N 26	N 27	H 28	H 29	30	25	H 26	M 27	Last 28	Good 29	30	31	5/29 - BHS Graduation
Instructional Days 15							Instructional Days 19							5/29 - Last Day Teacher Day
December 2024							June 2025							6/10 & 6/24 - Board Meeting
Su	Mo	Tue	Wed	Thur	Fri	Sat	Su	Mo	Tue	Wed	Thur	Fri	Sat	
1	2	3	4	5	6	7	1	2	3	4	5	6	7	
8	9	10	11	12	13	14	8	9	10	11	12	13	14	
15	* 16	* 17	* 18	* 19	N 20	21	15	16	17	18	H 19	20	21	6/19 - Juneteenth - Holiday
22	N 23	H 24	H 25	26	27	28	22	23	24	25	26	27	28	
29	30	31					29	30						
Instructional Days 14							Instructional Days 0							
Semester 1 Days 88							Semester 2 Days 92							Total Days 180

Semester-Based Schools					Days
S1	Q1	8/7/24	-	10/4/24	42
	Q2	10/7/24	-	12/19/24	46
S2	Q3	1/6/25	-	3/14/25	47
	Q4	3/17/25	-	5/28/25	45

Trimester Based Schools				Days
T1	8/7/24	-	10/25/24	56
T2	10/29/24	-	2/14/25	60
T3	2/18/25	-	5/28/25	64

All Wednesdays are early-release days/minimum days (unless otherwise noted)

March 24th is reserved for school make up day, only if necessary. Only 260 day employees scheduled to work otherwise.

Attendance Months (All)

1	8/5/24	-	8/30/24
2	9/2/24	-	9/27/24
3	9/30/24	-	10/25/24
4	10/28/24	-	11/22/24
5	11/25/24	-	12/20/24
6	12/23/24	-	1/17/25
7	1/20/25	-	2/14/25
8	2/17/25	-	3/14/25
9	3/17/25	-	4/11/25
10	4/14/25	-	5/9/25
11	5/12/25	-	6/6/25

