

RANCHO SANTA FE SCHOOL DISTRICT

SERIES 6000 – INSTRUCTION

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RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6001: PHILOSOPHY OF EDUCATION

- A. The District affirms that education of children and youth is the mutual responsibility of the parents, the community and the schools. The Governing Board believes that experiencing success is crucial to the learning process; that the qualities of teaching and learning are inextricably interwoven; that program improvement is a continuing process; that providing quality program education is a responsibility of our community; and that our community is an essential resource to the educational program. The Board endorses strong instructional leadership, a safe and orderly learning environment, school time emphasis on basic skills, high teacher expectations for pupil achievement, and continuous assessment of pupil progress.
- B. The District affirms that the philosophical goals of the instructional program are as follows:
1. To develop each pupil's individual capacity to the fullest extent.
 2. To develop the potential of each pupil so that he/she will be informed, prepared and capable of assuming full responsibility for making his/her own decisions.
 3. To develop in each pupil a respect for himself/herself and the capacity to maintain his/her individuality and to respect the same right for every other individual.
 4. To prepare each pupil to enter society physically, mentally, emotionally and morally equipped to lead a life that is productive and satisfying to himself/herself as a free individual and to society.
 5. To develop in each pupil a sense of leadership and responsibility for the preservation, wise use and improvement of his/her cultural, political and natural heritage.
 6. To develop in each pupil a respect for the value of open and honest inquiry.
- C. To fulfill its commitments to the children and youth, the District will develop programs of education for all levels and abilities of pupils which will serve the needs of both the individual and society.

Dates Policy Adopted By The Board: September 6, 1990

Date Policy Revised By The Board: January 13, 2005, June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6002: EDUCATIONAL GOALS

A. The Board hereby declares the following educational goals for the District:

1. To provide the skills, attitudes and knowledge that will enable each pupil to:
 - become a responsible, participating citizen
 - become an independent, self-directed learner
 - assume responsibility for one's own well-being
 - develop appreciation and respect for the worth, dignity and rights of all individuals
 - improve the quality of one's own life through application of the natural sciences, mathematics and social sciences
 - think critically and creatively
 - communicate effectively
 - respect and care for one's body and learn the skills of games and individual group sports.
2. To cooperate with the home in helping each pupil to:
 - develop a positive self-image and be self-sufficient and responsible for one's own actions
 - develop a set of values and ethics by which one directs and evaluates his or her behavior.
3. To provide each pupil with an appreciation for famous people and their works, especially founding fathers-mothers, national heroes-heroines, great writers, artists, musicians, scientists and statesmen-stateswomen, worldwide.
4. The District has adopted a Vision Statement entitled "Inspiration Through Revolutionary Education" supplemented with the following:

We are committed to learning through active participation in an engaging, inspiring, and rigorous educational experience.

We are a caring community that promotes mutual respect, interdependence, global awareness and service to others.

We have exceptional character and are personally responsible, accountable, and aware of our impact on others.

Dates Policy Adopted By The Board: September 6, 1990

Date Policy Revised By The Board: January 13, 2005, June 5, 2008, March 1, 2012

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6004: STANDARDS OF PROFICIENCY

- A. The District instructional staff through the Superintendent shall recommend standards of proficiency in basic skills, in reading comprehension, arithmetic, oral and written language, and any other skill areas as may be determined by the Board. The Board shall adopt such standards after involving the parents, administrators, teachers and counselors.

- B. A separate assessment will be made of the pupil's proficiency in each skill area. A separate Score will be given to the pupil's proficiency in each skill area.

- C. Differential standards and assessment procedures which include, but are not limited to, reading comprehension, language and arithmetic skills shall be recommended by the instructional staff through the Superintendent and adopted by the Board. The differential standards and assessments shall be adopted for pupils who are enrolled in special education programs and have been diagnosed as having learning handicaps or disabilities such that the IEP team determines they have not demonstrated the ability to attain the District's regular proficiency standards with appropriate educational services and support.

Legal Reference:

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: January 13, 2005, June 5, 2008, March 1, 2012

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6005: COURSE OF STUDY

- A. The Board will prescribe and enforce a course of study to serve the educational needs of the pupils of the District. Curriculum guides and courses of study will be prepared by the Superintendent in harmony with the philosophy and goals of the Board and the legal requirements of the state. Curriculum frameworks developed by the State Department of Education and County Office of Education may be used as guides in the development of the District course of study. The course of study will be designed to sufficiently prepare pupils and will meet all legal requirements.

Legal Reference:

Education Code sections 51200 *et seq.*, 51225.4

Dates Policy Adopted By The Board: September 6, 1990

Date Policy Revised By The Board: January 13, 2005, June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT
Board Policy No. 6006: UNIFORM COMPLAINT
PROCEDURES

A. Purpose and Scope

The procedures set forth in this Policy apply to the filing, investigation, and resolution of complaints regarding alleged violations of federal or state laws or regulations governing the educational programs and other specified subject matters as described below. This Policy shall apply to all of the following:

1. Adult Basic Education Programs established pursuant to Education Code Sections 8500 through 8538, inclusive, and 52500 through 52617, inclusive.
2. Consolidated categorical aid programs as listed in Education Code Section 64000(a).
3. Migrant child education established pursuant to Education Code Sections 54440 through 54445, inclusive.
4. Career technical and technical education and career technical and technical training programs established pursuant to Education Code Sections 52300 through 52480, inclusive.
5. Child care and development programs established pursuant to Education Code sections 8200 through 8498, inclusive.
6. The filing of complaints that allege unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code Sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District.

Discrimination includes, but is not limited to, the Governing Board's refusal to approve or prohibit any textbook, instructional material, supplemental resource, or school library book based on its inclusion of the role and contributions of any individual or group as required by Education Code 51204.5 and 60040, unless it otherwise is in violation of the law. (See Education Code 51501 and 60044.) Complaints of this nature of discrimination may be filed directly with the District Superintendent or, alternatively or additionally, may be filed directly with the Superintendent of Public Instruction. Any complaint filed with the Superintendent of Public Instruction shall identify the basis for filing the complaint directly and shall include evidence that supports the basis for the direct filing. (Education Code section 243.)

7. Reasonable accommodations to pregnant, parenting, and/or lactating pupils. (Education Code Sections 222, 221.51, 222.5, 46015, 48205, 48980.)

8. Educational rights of foster youth pursuant to Education Code Sections 48853, 48853.5, 49069.5, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Education Code Section 51225.1.
9. Pupil fees pursuant to Education Code Section 49010 to 49013, inclusive.
10. Courses of study pursuant to Education Code Section 51228.3.
11. Instructional minutes for physical education pursuant to Education Code Section 51223.
12. Local control and accountability plans pursuant to Education Code section 52075.
13. Juvenile court schools pursuant to California Education Code section 48645.7.
14. School safety plans pursuant to Education Code section 32289.
15. Any other state or federal educational program the Superintendent of Public Instruction deems appropriate and any other category identified by Education Code section 33315, where applicable to the District.

B. Excluded Complaints

This Policy does not apply to the following complaints which will be referred to the proper agency for investigation and appropriate action:

1. Employer-employee relations such as hiring and evaluations of staff, assignments of classrooms or duties or other issues within the purview of the Public Employment Relations Board or a collective bargaining agreement;
2. The providing of core curricula subjects;
3. Pupil classroom assignments;
4. Pupil discipline;
5. Pupil advancement, retention or grades;
6. Graduation requirements;
7. Homework policies and practices;
8. Selection of instructional materials;
9. Use of general education funds;
10. Allegations of child abuse which shall be referred to the applicable County Department of Social Services, Protective Services Division, or appropriate law enforcement agency;
11. Health and safety complaints regarding licensed facilities operating a Child Development Program which shall be referred to the Department of Social Services;

12. Employment discrimination and harassment complaints which shall be investigated and resolved in accordance with Board Policy No. 4002 or Board Policy No. 4003, as appropriate, including the right to file a complaint with the California Civil Rights Department (CRD). The complainant shall be notified in writing in a timely manner of any CRD transferal;
13. Allegations of fraud which will be referred to the responsible Division Director of the California Department of Education who may consult with the Department's Legal and Audits Branch;
14. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Board Policy 1006.
15. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code Sections 56000 through 56865 and 59000 through 59300 are governed by the procedures set forth in 5 C.C.R. sections 3200 through 3205 and 34 C.F.R. sections 300.151 through 300.153, and shall be submitted to the California Department of Education.
16. Any complaints regarding child nutrition programs established pursuant to Education Code sections 49490 to 49590 are governed by Title 7, CFR Sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, CCR Sections 15580 through 15584, and shall be submitted to the California Department of Education.

C. Compliance Officer

The Governing Board designates the following compliance officer responsible for receiving, coordinating and investigating the complaints and for complying with state and federal civil rights laws and to answer questions concerning the District's Uniform Complaint Procedures:

Superintendent
Rancho Santa Fe School District
5927 La Granada
Rancho Santa Fe, California, 92067
(858) 756-1141 ext. 114

Mailing Address:
Rancho Santa Fe School District
P.O. Box 809
Rancho Santa Fe, California, 92067

Complaints shall be filed with the Superintendent at the above-listed address. The complainant may utilize the Complaint Form which is contained in Appendix A. However, a person is not required to use this form in order to file a complaint.

The Superintendent or designee shall investigate and resolve the complaint. The Superintendent shall notify the complainant and respondent if another person is assigned to the complaint. The

Superintendent or designee responsible for compliance shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

D. Filing a Complaint; Procedures; Timelines

1. Complaints shall be filed not later than one year from the date the alleged violation occurred, except as stated in subsection 2, below. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the LEA.
2. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying against any protected group shall be initiated by filing a complaint not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by District, upon written request by the complainant setting forth the reasons for the extension. Such extension by the District shall be made in writing. The period for filing may be extended by the District for good cause for a period not to exceed ninety (90) days following the expiration of the six-month time period. The District shall respond immediately upon a receipt of a request for extension.
3. The one-year timeline for filing complaints shall not apply to complaints regarding the educational rights of foster youth as specified in Education Code Section 49069.5(e), Education Code Section 51225.1 (a)-(k), and Education Code Section 51225.2(b)-(e).
4. A complaint of alleged unlawful discrimination, harassment, intimidation or bullying against any protected group may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying.
5. Pupil fee complaints may be filed with the principal of the school.
6. Pupil fee complaints and complaints regarding local control and accountability plans only, may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code Sections 49010 and 49011 regarding pupil fees or an allegation of noncompliance with Education Code Sections 52060 through 52077, including an allegation of a violation of Education Code Sections 47606.5 or 47607.3, as referenced in Education Code Section 52075 regarding local control and accountability plans.
7. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the District shall assist the complainant in the filing of the complaint.

E. Informal Resolution

Within three (3) days after receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation to resolve the complaint. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination harassment, intimidation, or bullying against any protected group, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

F. Investigation of Complaints

Upon receipt of a complaint, the Superintendent or designee shall conduct and complete an investigation of the complaint in accordance with this Policy and prepare a written Investigation Report within sixty (60) days. The District may extend this deadline for good cause with the written agreement of the complainant. The following rules apply to the investigation:

1. Upon receipt of a complaint, the Superintendent or designee shall:
 - a. Refer the complainant to the proper agency for filing a complaint that is not covered by this procedure, including a referral to the State Superintendent of Public Instruction or Department of Education of any complaints that should properly be filed at that level.
 - b. If the complaint has not been timely filed, the Superintendent or designee shall deny the complaint and notify the complainant of the right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.
 - c. Provide the complainant with a copy of District policy and appeal procedures advising complainant of those instances when a complaint can be filed directly with the State Superintendent of Public Instruction or Department of Education.
 - d. If timely filed, the Superintendent or designee shall proceed with the investigation of the complaint. The person(s), employee(s), position(s), or unit(s) responsible for compliance and/or investigation shall be knowledgeable about the laws/programs they are assigned to investigate.
 - e. Ensure confidentiality of the complainant in instances where disclosure could cause retaliation against the complainant(s) and take appropriate steps to protect the complainant(s) from retaliation.
 - f. The Superintendent will commence the conduct of a local investigation or appoint a designee to conduct the local investigation, except that a complaint regarding child abuse shall be immediately referred to the proper agency.

2. The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.
3. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
4. Refusal by the District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.
5. The District shall issue an Investigation Report based on the evidence. The Investigation Report shall be in writing and sent to the complainant within 60 days from receipt of the complaint by the District, subject to any extension.
6. The Investigation Report shall include:
 - a. The findings of fact based on the evidence gathered.
 - b. Conclusion providing a clear determination as to each allegation as to whether the District is in compliance with the relevant law.
 - c. If the District finds merit in the complaint, corrective action(s), including when required by law, a remedy to all affected students and parents/guardians and for a student fee complaint, a remedy that complies with Education Code section 49013 and 5 CCR 4600.
 - d. Notice of the complainant's right to appeal the Investigation Report to the California Department of Education.
 - e. Procedures to be followed for initiating an appeal to the California Department of Education.

G. Appeal to the California Department of Education

1. A complainant who is dissatisfied with the outcome of the investigation may appeal to the California Department of Education by filing a written appeal within 30 days of the date of the District's Investigation Report.
 - i. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:
 1. The District failed to follow its complaint procedures, and/or

2. Relative to the allegations of the complaint, the District Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
 3. The material findings of fact in the District Investigation Report are not supported by substantial evidence, and/or
 4. The legal conclusion in the District Investigation Report is inconsistent with the law, and/or
 5. In a case in which the District found noncompliance, the corrective actions fail to provide a proper remedy.
- ii. The appeal shall be accompanied by (1) a copy of the complaint filed with the District; and (2) a copy of the District Investigation Report.
2. Upon notification by the California Department of Education of an appeal, the District shall, within 10 days of notification of an appeal, forward a copy of all of the following documents to the Department:
 - a. A copy of the original complaint;
 - b. A copy of the District's investigation report;
 - c. A copy of the investigation file, including but not limited to, all notes, interviews, and documents submitted by the parties or gathered by the investigator;
 - e. A report of any action taken to resolve the complaint;
 - f. A copy of the District's complaint procedures; and
 - g. Such other relevant information as the California Department of Education may request.

H. Notice

Notice in writing of the District complaint procedures, including the opportunity to appeal to the California Department of Education, shall be given annually to pupils, employees, parents/guardians of pupils, the District advisory committee, school advisory committees, and other interested parties. This notice may be made available on the District's website. Copies of the complaint procedures shall be available free of charge and may be obtained at the District Office.

The notice shall be in English, and when necessary, in the primary language, pursuant to Education Code Section 48985, or mode of communication of the recipient of the notice.

Such notice shall include all of the following information:

1. The District has primary responsibility to ensure compliance with state and federal laws.
2. That complaints should be directed to the Superintendent.

3. The opportunity to appeal the District's Investigation Report to the California Department of Education, except when the District has used its local uniform complaint procedures to address a complaint not described in 5 CCR Section 4610(b).
4. Advise the recipient of any civil law remedies that may also be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
5. Include the information required by Education Code Section 3315(a)(7).
6. Include information regarding the requirements of Education Code Sections 49010 through 49013 relating to pupil fees.

I. Retaliation and Confidentiality

Complainants are protected from retaliation and the identity of a complainant alleging discrimination, harassment, intimidation, or bullying will remain confidential as appropriate. An investigation of a discrimination, harassment, intimidation or bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Legal Reference:

Education Code sections 243, 33315, 49010-49013
Title 5, C.C.R. Section 4600, *et seq.*

Date Policy Adopted By The Board: May 17, 1993

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008; August 22, 2013; June 4, 2015; September 7, 2017; July 11, 2019; August 12, 2021; October 14, 2022; November 19, 2024

**APPENDIX A
RANCHO SANTA FE SCHOOL DISTRICT**

Uniform Complaint Procedures

COMPLAINT FORM

To be filed with the:
Superintendent

I have read the Rancho Santa Fe School District Board Policy on Uniform Complaint Procedures and wish to file a complaint regarding a violation of federal or state law or regulations governing the following educational program which is covered under this procedure.

(Agency to which complainant has been referred if this complaint is not covered by the Uniform Complaint Procedures)

NATURE OF COMPLAINT

(Describe here the nature of the alleged violation. If this complaint involves the educational service provided to a specific child, please give the name, grade, and school of enrollment. Attach additional pages if necessary.)

DATE OF VIOLATION _____

(Must be within six (6) months of today's date, or the date you first obtained knowledge of the facts of the alleged complaint. If not, you may request an extension for good cause or you will be given information regarding an appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.)

SIGNED _____ DATE _____

address/telephone number of person filing complaint

COMPLAINT RECEIVED BY _____ DATE _____
(name and title)

Distribution: Original—Parent Copy—School District

**APPENDIX B
RANCHO SANTA FE SCHOOL DISTRICT
COMPLAINT FORM**

TO BE USED FOR SPECIFIED COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS, FACILITIES CONDITIONS THAT POSE THREAT TO HEALTH OR SAFETY, TEACHER VACANCY OR MISASSIGNMENT, AND RESTROOMS AND ALSO FOR SPECIFIED COMPLAINTS CONCERNING THE PROHIBITION ON PUPIL FEES

Please note: Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must check the box below and provide the contact information (name, address, and phone number) below.

Response requested? Yes No

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

Email address, if any: _____

This form should be completed and filed with the Principal at the District Office at 5927 La Granada, Rancho Santa Fe, or mailed to P.O. Box 809, Rancho Santa Fe, California 92067. Please check all issue(s) forming the basis of your complaint.

1. Textbooks and instructional materials

- A pupil lacks standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to instructional materials to use at home or after school. [This does not require two sets of textbooks or instructional materials for each pupil]
- Textbooks or instructional materials are in poor or unusable condition, have missing pages or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials due to a shortage of textbooks or instructional materials.

2. Teacher vacancy or mis-assignment

- A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- Teacher mis-assignment - A teacher who lacks credentials or training to teach English learners is assigned to a class including more than 20% English learners.*
- Teacher mis-assignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.*

* A teacher mis-assignment occurs when a certificated employee is placed in a teaching or services position for which the teacher does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

3. Facility conditions posing an emergency or urgent threat to the health or safety of pupils or staff (not including cosmetic or nonessential repairs)
- Gas leaks
 - Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
 - Electrical power failure
 - Major sewer line stoppage
 - Major pest or vermin infestation
 - Broken windows or exterior doors or gates that will not lock and that pose a security risk
 - Abatement of hazardous materials previously undiscovered that pose and immediate threat to pupils or staff
 - Structural damage creating a hazardous or uninhabitable condition
 - Other _____

4. School Restrooms are not cleaned, maintained, or kept open
- Restroom(s) has/have not been cleaned regularly
 - Toilets or sinks are not fully operational
 - Restroom is not stocked at all times with toilet paper, soap, and paper towels or functional hand dryers
 - All restrooms are not open during school hours when pupils are not in classes, or a sufficient number have not been kept open when pupils are in classes [the School may permissibly close any restroom as necessary for pupil safety or to repair the facility]

5. Prohibition on pupil fees
Please describe in detail below in the space provided the pupil fee imposed, by whom it was imposed, when and how it was imposed, and as much other specific information as possible.

Complaints regarding facilities or other conditions which pose an immediate threat to the health or safety of staff, or the public should be reported immediately to the Superintendent or the Principal at (858) 756-1141.

Please describe in detail below the specific problem(s) identified above, to include the location of the problem (room number or name of room or facility), specific nature of the problem, when and how you first became aware of the problem, grade level and teacher name, if applicable, anyone to whom you have previously brought this to the attention of and the response, if any, you were provided. Please attach as many pages as necessary to clearly and fully describe the circumstances surrounding the complaint.

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6007: CLASSROOM INTERRUPTIONS

- A. The Board recognizes its obligation to minimize the number of classroom interruptions in order that pupils and teachers may take full advantage of all opportunities for learning and personal enrichment in the classroom setting. The Board recognizes that such a policy must make the necessary allowances for interruptions caused by emergencies and other urgent situations. The following actions will be taken to minimize the number of classroom interruptions:
1. Classroom telephones shall be used sparingly.
 2. The delivery of routine messages should be limited to designated periods during the day to the extent practicable.
 3. Whenever possible, visitations should be arranged in advance through the school office.
 4. School maintenance, which would cause excessive noise, should be scheduled before or after school hours whenever reasonably possible.

Legal Reference:

Education Code sections 32210-32212

Dates Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6008: EVALUATION OF PUPIL ACHIEVEMENT

- A. Each pupil's achievement shall be evaluated for each grading period. Whenever it becomes evident to the teacher that the pupil is in danger of failing a course or class, the teacher shall have a conference with or send a written report to the parent of such pupil. The refusal of the parent to attend the conference or to respond to the written report shall not preclude the failing of the pupil at the end of the grading period.
- B. At the beginning of each school year, commencing with the 2003-2004 school year, each teacher shall provide to the Principal in writing the specific conditions and criteria to be utilized by the teacher to assign grades to pupils.
- C. In the assignment of grades, each teacher shall give pupils ample opportunity to demonstrate proficiency in the course or class including, but not limited to, tests, quizzes, projects, oral presentations, homework and written assignments. Each teacher also shall give ample opportunity for pupils to submit necessary make-up work because of absences except that a teacher may give a failing grade to any pupil who has ten (10) or more unexcused absences in any semester.
- D. In the assignment of grades each teacher shall utilize a minimum of one recorded grade per week per pupil, excluding homework.
- E. Each teacher shall maintain any and all notes, spreadsheets or any other documents utilized to assign grades for a period of one (1) year.
- F. For every pupil who receives a failing grade the teacher, upon the request of the principal, shall submit documentation to the Principal supporting the failing grade, and also documentation showing efforts to improve the pupil's performance. Those efforts should include, but not be limited to, SST referrals, contacts with parents, observations by a resource specialist, and individualized instruction. Those efforts with regard to pupils with exceptional needs and English Learner pupils shall include weekly progress reports and appropriate instructional modifications designed to improve pupil performance.

Legal Reference:

Education Code section 49067(a)

Dates Policy Adopted By The Board: September 6, 1990

Date Policy Revised By The Board: January 13, 2005, June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6009: STANDARDS OF EXPECTED PUPIL ACHIEVEMENT

- A. Education Code section 44662(a) requires each school district to establish standards of expected pupil achievement at each grade level in each area of study.

- B. The Superintendent shall present to the Board for approval standards of expected pupil achievement at each grade level in each area of study.

Legal Reference:

Education Code section 44662(a)

Dates Policy Adopted By The Board: September 6, 1990

Date Policy Revised By The Board: January 13, 2005, June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

**Board Policy No. 6010: PUPIL PROMOTION, RETENTION AND ACCELERATION
INCLUDING PUPIL PROMOTION AND RETENTION
UNDER EDUCATION CODE SECTION 48070.5**

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- A. INTRODUCTION

1. On September 22, 1998, the Governor signed AB 1626 (Wayne), Chapter 742, Statutes of 1998 entitled "Pupil Promotion and Retention." This legislation added section 48070.5 to the Education Code which became operative on January 1, 1999.
2. Education Code section 48070.5(a) requires the Governing Board of the District to adopt a policy regarding the promotion and retention of pupils between the following grades:
 - (1) Between second grade and third grade [2 to 3].
 - (2) Between third grade and fourth grade [3 to 4].
 - (3) Between fourth and fifth grade [4 to 5].

- (4) Between the end of the intermediate grades and the beginning of middle school grade [6 to 7].
 - (5) Between the end of the middle school grades and the beginning of high school [8 to high school].
3. Education Code section 48070.5(b) requires the Governing Board of the District to include in its adopted policy a provision(s) for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either the California Assessment of Student Performance and Progress (CAASPP) testing in Education Code sections 60640 - 60648, or the pupil's grades and other indicators of academic achievement designated by each local school district.
 4. The Governing Board of the District in this Policy hereby determines to utilize the pupil's grades and other indicators of academic achievement instead of solely relying on CAASPP testing.
 5. Education Code section 48070.5(c) requires the Governing Board of the District in an adopted policy to base the identification of pupils who should be retained and who are risk of being retained in their current grade level between second grade and third grade [2 to 3], and between third grade and fourth grade [3 to 4] primarily on the basis of the pupil's level of proficiency in reading.
 6. Education Code section 48070.5(c) requires the Governing Board of the District in an adopted policy to base the identification of pupils who should be retained and who are risk of being retained in their current grade level between fourth and fifth grade [4 to 5], between the end of the intermediate grades and the beginning of middle school grade [6 to 7]; and between the end of the middle school grades and the beginning of high school [8 to high school] on the basis of the pupil's level of proficiency in reading, English language arts and mathematics. Education Code section 48070.5(d) requires the Governing Board of the District to include in its policy that if a pupil's grades and other indicators of academic achievement designated by the Governing Board reveal that a pupil is performing below the minimum standard for promotion, then the pupil shall be retained in his or her current grade level. However, Education Code section 48070.5(d) also provides that the pupil who is performing below the minimum standard for promotion may be promoted anyway if the pupil's regular classroom teacher determines in writing that retention is not the appropriate intervention for the pupil's academic deficiencies. Such a written determination by the pupil's regular classroom teacher shall specify the reasons that retention is not appropriate for the pupil, and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. If the teacher's recommendation to promote is contingent upon the pupil's successful participation in a summer school or any available interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. However, the strong presumption

is that if the pupil successfully participates in the summer school or any interim session, the pupil will be promoted; and if the pupil unsuccessfully participates, the strong presumption is that the pupil will be retained. The teacher's evaluation will be provided to and discussed with the pupil's parent or guardian and the Principal before any final determination of pupil retention or promotion.

7. Education Code section 48070.5(e) requires the Governing Board of the District in an adopted policy to provide for parental notification when a pupil is identified as being at risk of retention. Education Code section 48070.5(e) requires that this parental notice shall be provided as early in the school year as practicable.
8. Education Code section 48070.5(e) requires the Governing Board of the District in an adopted policy to provide a parent or guardian of a pupil who has been identified as being at risk of retention the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil. The Governing Board in this Policy hereby determines that at the middle school level the homeroom teacher for each pupil will make the decision to promote or retain the pupil. This teacher will receive the input of all other current teachers of the pupil before finalizing the decision.
9. Education Code section 48070.5(f) requires the Governing Board of the District in an adopted policy to provide a process whereby the decision of the teacher to retain or promote a pupil, who has been identified as being at risk of retention, may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.

The Board hereby delegates to the Superintendent the authority to make the final decision on behalf of the District pursuant to Education Code section 35161.

10. Education Code section 48070.5(g) requires the Governing Board in an adopted policy to provide that pupils who are at-risk of being retained in their current grade be identified as early in the school year and in their school careers as practicable.
11. Education Code section 48070.5(h) requires the Governing Board of the District in an adopted policy to indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.
12. Education Code section 48070.5(j) allows the District to retain pupils not included in the grade levels set forth previously in subparagraph 2, and also allows the District to utilize other reasons for the retention of a pupil if such retention is determined to be appropriate for that pupil. The Governing Board in this policy hereby delegates to the Superintendent pursuant to Education Code section 35161 the authority to make such decisions after receipt and review of the teacher's written recommendations, and the opportunity for a conference with the parent or guardian.

13. The Governing Board in this Policy also delegates to the Superintendent pursuant to Education Code section 35161 the authority to make decisions to accelerate a pupil to a higher grade than normal for the pupil's age after receipt and review of the teacher's written recommendations, and the opportunity for a conference with the parent or guardian.

B. GENERAL PHILOSOPHY OF THE GOVERNING BOARD

1. The Governing Board directs that the District shall comply with the requirements of Education Code section 48070.5 as set forth in the law and as implemented in this policy.
2. The Governing Board directs that any decision to retain, promote or accelerate a pupil must be determined on an individual basis with the primary objective being to assist the pupil to be successful. The Governing Board has received and reviewed educational research which supports the strategy that pupils should be promoted with appropriate intervention(s) and instructional support rather than being retained.
3. The Governing Board directs that pupils identified as Limited English Proficient (LEP) shall not be discriminated against under this Policy or its implementation.
4. The Governing Board directs that special education pupils shall not be discriminated against under this Policy or its implementation, and that the decision to retain, promote or accelerate a special education pupil will be made consistent with applicable federal and state laws and through the Individualized Education Plan (IEP) process.

C. INDICATORS OF ACADEMIC ACHIEVEMENT

1. Education Code section 48070.5(c) requires the Governing Board of the District in an adopted policy to base the identification of pupils who should be retained and who are risk of being retained in their current grade level (1) between second grade and third grade [2 to 3], and between third grade and fourth grade [3 to 4] primarily on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics.

The indicators of Academic Achievement in Kindergarten through third grade shall be the following, as applicable:

- (1) The results of the assessments administered pursuant to Education Code section 60640 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.
- (2) Grades and other indicators of academic achievement as determined by the Superintendent or designee.
- (3) Any Remedial Program.

2. Education Code section 48070.5(c) requires the Governing Board of the District in an adopted policy to base the identification of pupils who should be retained and who are at risk of being retained in their current grade level between fourth and fifth grade [4 to 5], between the end of the intermediate grades and the beginning of middle school grade [6 to 7]; and between the end of the middle school grades and the beginning of high school [8 to high school] on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics.

The Indicators of Academic Achievement at fourth through eighth grade shall be the following, as applicable:

- (1) The results of the assessments administered pursuant to Education Code section 60640 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.
- (2) Grades and other indicators of academic achievement as determined by the Superintendent or designee.
- (3) Any Remedial Program.

D. RETENTION OF PUPILS

Education Code section 48070.5(d) requires the Governing Board of the District to include in its policy that if a pupil's grades and other indicators of academic achievement designated by the Governing Board identifies that a pupil is performing below the minimum standard for promotion, then the pupil shall be retained in his or her current grade level.

1. A pupil's teacher shall determine whether or not the pupil meets the minimum standard for promotion between second grade and third grade [2 to 3], and between third grade and fourth grade [3 to 4] based on the following Indicators of Academic Achievement, as applicable, and based on the designated relative weight given to each Indicators of Academic Achievement:
 - (1) The results of the assessments administered pursuant to Education Code section 60640 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.
 - (2) Grades and other indicators of academic achievement as determined by the Superintendent or designee.
 - (3) Any Remedial Program.
2. A pupil's teacher shall determine whether or not the pupil meets the minimum standard for promotion between fourth and fifth grade [4 to 5], between the end of the intermediate grades and the beginning of middle school grade [6 to 7]; and between the end of the middle school grades and the beginning of high school [8 to high school] based on the following Indicators of Academic Achievement and

based on the designated relative weight given to each of the Indicators of Academic Achievement:

- (1) The results of the assessments administered pursuant to Education Code section 60640 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.
 - (2) Grades and other indicators of academic achievement as determined by the Superintendent or designee.
 - (3) Any Remedial Program.
3. A pupil's teacher normally shall make the decision to promote or retain at the end of the school year when final grades have been determined, This policy requires that a decision to retain a pupil, absent unusual circumstances, shall be made only after a parent or guardian has received prior notice(s) during the school year that the pupil was at risk of being retained at the end of the school year, and opportunities for remedial instruction were made available to the pupil during the school year.
4. A pupil's teacher shall make the decision to retain a pupil and shall provide the reasons for retention to the parent or guardian. The parent or guardian will be given an opportunity to consult with the teacher both before and after the decision to retain the pupil. These opportunities may occur at the same conference.

E. PROMOTION OF PUPIL BY TEACHERS WHEN PUPIL DOES NOT MEET MINIMUM STANDARDS FOR PROMOTION

1. Education Code section 48070.5(d) provides that the pupil who is performing below the minimum standard for promotion may be promoted anyway if the pupil's regular classroom teacher determines in writing that retention is not the appropriate intervention for the pupil's academic deficiencies. Such a written determination by the pupil's regular classroom teacher shall specify the reasons that retention is not appropriate for the pupil, and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. The parent or guardian will be given an opportunity to consult with the teacher both before and after the decision to promote the pupil. These opportunities may occur at the same conference. Any decision to promote a pupil who is performing below the minimum standard for promotion should include consideration of the following factors from the Light's Retention Scale:
 - (1) Pupil's age.
 - (2) Pupil's present grade placement.
 - (3) Grade placement(s) of pupil's brother(s) and/or sister(s).
 - (4) Number of family moves (number of different schools attended) within the past three years.
 - (5) Pupil's pattern(s) of regular school attendance/absence.

- (6) Pupil's history of behavior problems.
- (7) Pupil's sex.
- (8) Pupil's knowledge of the English language.
- (9) Pupil's physical size.
- (10) Any previous retention of the pupil.
- (11) Participation by the pupil's parents or guardians at the school.
- (12) Level of pupil's life experiences.
- (13) Pupil's level of intelligence.
- (14) Pupil's history of learning disabilities.
- (15) Pupil's attitude about retention.
- (16) Pupil's interest in school work.
- (17) Pupil's immature behavior.
- (18) Pupil's emotional problems.
- (19) Pupil's level of academic achievement.

5. If the teacher's recommendation to promote is contingent upon the pupil's successful participation in a summer school or any available interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. However, the strong presumption is that if the pupil successfully participates in the summer school or any interim session, the pupil will be promoted; and if the pupil unsuccessfully participates, the strong presumption is that the pupil will be retained. Successful participation or unsuccessful participation will be determined by the teacher based on the final grade(s) earned by the pupil and whether there was regular attendance by the pupil. The teacher's evaluation will be provided to and discussed with the pupil's parent or guardian and the Principal before any final determination of pupil retention or promotion.

F. PARENTAL NOTICE THAT A PUPIL MAY BE AT RISK OF RETENTION, AND EARLY IDENTIFICATION OF PUPILS WHO ARE AT RISK OF BEING RETAINED

1. Education Code section 48070.5(g) required the Governing Board of the District in its adopted policy to provide that pupils who are at risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable.
2. Education Code section 48070.5(e) requires the Governing Board of the District in an adopted policy to provide for parental notification when a pupil is identified as being at risk of retention. Education Code section 48070.5(e) requires that this parental notice shall be provided as early in the school year as practicable.
3. Whenever it becomes evident to a teacher that a pupil is at risk of being retained, the teacher will notify the parent or guardian. In addition, whenever a pupil is given an unsatisfactory or failing grade in any grading period, the teacher shall notify the parent or guardian that the pupil is at risk of being retained.

4. Whenever it becomes evident to a teacher that a pupil is at risk of retention a written referral to the Pupil Study Team (SST) shall be made as quickly as possible with a copy to the parent or guardian.

G. APPEAL OF DECISION BY TEACHER TO PROMOTE OR RETAIN A PUPIL

1. A pupil's teacher shall make any decision to retain the pupil. Any such decision shall be in writing and shall provide the reasons for the retention. The parent or guardian will be given an opportunity to consult with the teacher both before and after the decision to retain the pupil. These opportunities may occur at the same conference.
2. A pupil's teacher shall make any decision to promote the pupil who is performing below the minimum standard for promotion. Any such decision shall be in writing and shall provide the reasons for the promotion rather than retention. The parent or guardian will be given an opportunity to consult with the teacher both before and after the decision to promote the pupil. These opportunities may occur at the same conference.
3. Any appeal of a retention of a pupil, or a promotion of a pupil who is performing below the minimum standard for promotion, must be in writing providing the reasons for the appeal. Any appeal must be filed with the Superintendent no later than ten (10) calendar days from the date of the written decision by the teacher to retain a pupil or to promote a pupil who is performing below the minimum standard for promotion.
4. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.
5. The Governing Board of the District in this Policy hereby determines that any appeal will be directly to the Superintendent who is delegated by the Governing Board pursuant to Education Code section 35161 to make the final decision on behalf of the District.

H. OPPORTUNITIES FOR REMEDIAL INSTRUCTION

Education Code section 48070.5(h) requires the Governing Board of the District in an adopted policy to indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention. The following may be made available to a pupil upon the recommendation of the pupil's teacher and/or with the concurrence of the Principal or the Superintendent dependent upon available funding:

1. Reading Recovery Instruction.
2. Fast ForWord Training.
3. Individual Tutoring by District staff members.

4. Small Group Instruction in Learning Center or other assigned classroom.
5. Assignment to any other available remedial instruction.
6. Assignment to a Summer School or Saturday School Program.

I. RETENTION OF PUPILS IN ADDITION TO THOSE RETAINED UNDER EDUCATION CODE SECTION 48070.5

1. Upon the recommendation of a pupil's teacher and/or within the discretion of the Superintendent, a pupil may be retained at any grade level and may be retained even though the pupil is performing at or above the minimum standard of promotion as determined by the Indicators Of Academic Achievement, if a consideration of the nineteen (19) factors in the Light's Retention Scale supports such a retention.
2. Any such decision to retain a pupil shall be in writing and shall provide the reasons for the retention rather than promotion. The Superintendent shall make such decision after receipt and review of the teacher's written recommendations, and the opportunity for a conference with the parent or guardian.
3. The Superintendent is delegated the authority to make the final decision to retain a pupil on behalf of the District pursuant to Education Code section 35161.

J. ACCELERATION OF PUPILS TO A HIGHER GRADE

1. Upon the recommendation of a pupil's teacher and/or within the discretion of the Superintendent, a pupil may be accelerated to a higher grade level as long as the pupil is performing at or above the minimum standard of promotion as determined by the Indicators Of Academic Achievement. Any decision to accelerate a pupil shall be based upon a consideration of the nineteen (19) factors in the Light's Retention Scale.
2. Any such decision to accelerate a pupil shall be in writing and shall provide the reasons for the acceleration rather than the promotion. The Superintendent shall make such decision after receipt and review of the teacher's written recommendations, and the opportunity for a conference with the parent or guardian.
3. The Superintendent is delegated the authority to make the final decision to accelerate on behalf of the District pursuant to Education Code section 35161.

K. FORMS

The Superintendent and Principal are hereby designated by the Governing Board pursuant to Education Code section 35161 to prepare and promulgate any forms the Superintendent believes are necessary or appropriate to implement this Policy.

Legal Reference:

Education Code section 48070.5

Dates Board Policy Adopted By The Board: May 20, 1999

Date Board Policy Reviewed By The Board: January 13, 2005, June 5, 2008, August 12, 2021

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6011: STANDARDS FOR DETERMINATION OF OBSOLESCENCE OF INSTRUCTIONAL MATERIALS

- A. The following factors shall be considered for determining when instructional materials, either loaned to the District or in the District's possession and adopted by the Board, are surplus or obsolete:
1. The materials have not been used for instruction for a period of time;
 2. The materials are outdated;
 3. It is not anticipated by the Superintendent that the materials may be used in the future;
 4. The Superintendent recommends that the materials be determined to be obsolete.
- B. If the Superintendent recommends to the Board that specific instructional materials be determined to be obsolete, the Superintendent also will recommend whether such materials are usable or unusable for educational purposes.
- C. If the Board determines that specific instructional materials are usable for educational purposes, with the approval of the County Superintendent of Schools, the Superintendent may dispose of the materials in any of the following ways:
1. By donation to any governing board, county free library or other state institution;
 2. By donation to any public agency or institution of any territory or possession of the United States, or the government of any country that formerly was a territory or possession of the United States;
 3. By donation to any nonprofit charitable organization;
 4. By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people; or
 5. By sale to any organization that agrees to use the materials solely for educational purposes.
- D. At least sixty (60) days prior to the disposition of obsolete or surplus instructional materials which are usable for educational purposes, the Board may notify the public of its intention to dispose of the obsolete materials through a public service announcement on a television station in the County of San Diego, a public notice in a newspaper of general circulation published in the county, or any other means that the Board determines will most effectively reach the entities described in paragraph C above and permit

representatives of these entities and members of the public to address the Board regarding the disposition. Any entity which the Board determines will receive obsolete materials must, as a condition of receipt, certify to the Board that it agrees to use the materials for educational purposes and to make no charge of any kind to the persons to whom the entity gives or lends such materials.

- E. Any money received by the Board from the sale of instructional materials shall be used to purchase instructional materials.
- F. If the Board determines that specific instructional material is both obsolete and unusable for educational purposes, the Superintendent may, with the approval of the County Superintendent of Schools, dispose of such material in any of the following ways:
 - 1. For mutilation as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained; or
 - 2. Destroyed by any economical means, provided that no instructional material shall be destroyed until thirty (30) days after the Board has given notice to all persons who have filed a request for such notice.

Legal Reference:

Education Code section 60500 *et seq.*

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6012: FIELD TRIPS AND EXCURSIONS

- A. Any District approved educational activity involving the transport of pupils from the school campus while under the supervision of District personnel is a District field trip or excursion (hereinafter together referred to as a "field trip"). Any other excursion, trip, tour, cruise, or other venture involving school age pupils that is not District approved and is not under the direct supervision of District personnel is not a District field trip, and the District assumes no responsibility or liability for any such activities. Additionally, no excursion, trip, tour, cruise, or other venture not specifically approved in advance in writing by the Superintendent or Principal will be promulgated, advertised, promoted, or represented as a District activity or District field trip. To the extent that requests for field trips are consistent with applicable laws and regulations and District field trip policies, they will be considered for District approval.
- B. A field trip may be fully funded by the District; partially funded by the District; or totally financed by a fund raising event, gift, or donation.
- C. No pupil shall be prevented from making the field trip because of lack of sufficient funds. No group shall be authorized to take a field trip permitted by this policy if any pupil who is a member of an identifiable group will be excluded from participation in the field trip because of lack of sufficient funds. The District shall coordinate efforts of community service groups to supply funds for pupils in need.
- D. All field trips must meet all of the following criteria and procedural safeguards:
1. The trip is consistent with District educational goals;
 2. The trip will appeal to the age group of the pupils involved;
 3. The trip is safe for the age group of the pupils;
 4. The trip will provide the pupils with unique experiences that are not available in a classroom setting;
 5. The learning opportunities for pupils justify the time and expense in planning and conducting the trip;
 6. The trip does not unduly distract from the pupils' regular classroom responsibilities;
 7. The trip is planned and coordinated by District staff, and must be approved by the Superintendent or Principal in writing;

8. The Superintendent or designee will be provided assurance that no pupil who otherwise meets the prerequisites established for the field trip will be excluded for lack of personal finances;
9. The trip will not expose the District to an unreasonably high degree of liability and proper and adequate supervision of pupils shall be undertaken. The number of staff or volunteers necessary to assure the proper supervision of pupils will depend upon the number of pupils attending the field trip, and the location and nature of the activities in which pupils will engage;
10. If the field trip is to be partially or totally financed by non-District funding sources, the supervisors/organizers will adhere to all District fund raising policies;
11. The teacher or employee in charge of the field trip shall have a first aid kit in his or her possession or immediately available, while conducting the field trip;
12. No field trip into any area which is commonly known to be infested by poisonous snakes may be taken unless pupils are accompanied by a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites. In addition, the first aid kit shall contain medically accepted snakebite remedies;
13. All persons making the field trip shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness or death occurring during or by reason of the field trip. All adults or parents or guardians of pupils taking field trips shall sign a statement waiving such claims.

Legal Reference:

Education Code sections

32040, 32041, 32043, 32044, 35330, 35331, 35332, 38120, and 44808

Title 5, CCR section 5531

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008; June 22, 2018

RANCHO SANTA FE SCHOOL DISTRICT
Board Policy No. 6013: PUPILS WITH EXCEPTIONAL
NEEDS

- A. The Rancho Santa Fe School District is committed to providing a Free Appropriate Public Education to students with qualifying disabilities and special needs in the least restrictive environment, as mandated by state and federal disability laws, including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, and California Education Code section 56000 *et seq.*
- B. The Board adopts as policy the regulations and procedures of the North Coastal Consortium of Special Education (NCCSE) SELPA. The Board, therefore, directs the Superintendent to see that all SELPA regulations and procedures are observed with regard to pupils with exceptional needs as defined by Education Code section 56026. Such regulations and procedures shall be consistent with the requirements of federal and state laws and regulations and shall be made available for inspection in the office of the Superintendent.
- C. The District shall comply with Education Code section 56300 which requires local educational agencies to actively and systematically seek out all individuals with exceptional needs who reside in the District, including children not enrolled in the District. This process may hereafter be referred to as “Child Find.” Consistent with this policy and NCCSE’s policies and procedures, as well as state and federal special education laws, the District will undertake Child Find outreach activities in coordination with NCCSE and the San Diego County Office of Education.
- D. All children with disabilities residing within the geographical boundaries of the District’s attendance area, and who are in need of special education and related services, shall be identified, located, and assessed and the District shall develop and implement a practical method of Child Find as required by Education Code section 56301. Child Find shall be completed in a time period comparable to that for other students attending school in the District.
- E. If a student meets the criteria to qualify for special education and designated instruction and services (5 CCR § 3030), an Individualized Education Plan (“IEP”) will be developed by an IEP team to provide the student with a free appropriate public education in the least restrictive environment that meets their unique needs. The IEP will set forth the student’s special education and designated instruction and services to be provided to the student.
- F. Parents/guardians are members of the IEP Team and have the right to participate in the IEP process. Parents/guardians must give written consent before implementation of an initial, amended, annual, and/or triennial IEP.
- G. The IEP of a student with exceptional needs will be reviewed at least annually and implemented and updated as needed in accordance with state and federal special education laws and taking into consideration the unique needs of the student and parent/guardian input. The District will request to assess students who qualify for special education at least every three years to re-determine eligibility. Parents/guardians of students with exceptional needs will be provided notice of their procedural safeguards as required by law and upon reasonable request.

- H. Parents/guardians of students with exceptional needs may request an IEP meeting at any time. The IEP Team will convene a meeting within 30 days of the request, not counting school vacations of five (5) days or more.
- I. A student's IEP follows them to any public school in which they enroll. When a new student with an IEP enrolls in the District, the District will create an Interim Placement IEP in consultation with the student's parents/guardians that is intended to provide the new student with a free appropriate public education for a period of 30 calendar days. The IEP Team will meet after the 30 days to discuss and make any necessary changes or updates to the IEP. (See 34 CFR § 300.323 (e) and (f).)
- J. Any parent or guardian who suspects that their child has a disability and/or exceptional needs, may contact the Principal or Director of Special Education to request an assessment for eligibility for special education services. Additional resources for families and students are available on the District's website.

Legal Reference:

Education Code section 56000 *et seq.*

20 U.S.C. § 1411 *et seq.*

Code of Federal Regulations, Title 34, sections 300.111, 300.131, 300.220 *et seq.*

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008; November 19, 2024

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6014: CIVIL DEFENSE, EMERGENCIES AND DISASTER PREPAREDNESS PLANS

A. General Provisions

The Board hereby designates the Superintendent as the Chief Safety Officer of the District. A Civil Defense, Emergencies and Disaster Preparedness Plan shall be developed by the Superintendent. The Plan shall reflect building diagrams, architecture, site location and special environment, ages of pupils, transportation facilities, and other appropriate concerns. The Plan will include the specific courses of action to be taken in case of disaster, including an earthquake. The Plan shall also include emergency and community agency phone lists, emergency equipment lists, procedures for review of plan by all staff and drills. The Plan shall be provided to all employees who shall be responsible for studying the plan and being prepared to operate effectively within its framework.

B. Earthquake Emergency Procedures

The earthquake emergency procedure system shall include, but not limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
2. A drop procedure, which means an activity whereby pupils and staff members take cover under a table or desk, dropping to the knees with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter.
3. Protective measures to be taken before, during and following an earthquake.
4. A program to ensure that the pupils and staff are aware of and properly trained in the earthquake emergency procedure system.

C. Fire Drills

The Superintendent, or designee shall ensure that regular fire drills are conducted at least once every calendar month at the elementary level and at least four (4) times every school year at the intermediate level.

D. Smog Episodes

The Superintendent has the authority to declare a smog episode even though there has not been notification of one from the South Coast Air Quality Management District.

E. Comprehensive School Safety Plan

The District shall establish, annually review/update, and report on its comprehensive school safety plan in accordance with the requirements in Education Code sections 32280-32288. The District shall share its comprehensive safety plans with local law enforcement, the fire department, and other first responder entities and all District employees shall receive training on this plan.

F. Emergency Action Plan For Athletics

The Superintendent shall ensure that there is a written Emergency Action Plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the District's athletic program activities or events.

G. Automated External Defibrillator (AED) Requirements

1. Effective July 1, 2019, the District shall maintain at least one AED on campus to render emergency care or treatment.
2. The District shall ensure that the AED or AEDs are available to athletic coaches and authorized persons at athletic events.
3. The District shall ensure that its AED(s) are reasonably maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, or the American Red Cross, American Red Cross, and according to any applicable rules and regulations set forth by the governmental authority under the federal Food and Drug Administration and any other applicable state and federal authority.
4. Any employee who reasonably renders emergency care or treatment through the use, attempted use, or nonuse of an AED at the scene of an emergency shall not be liable for any civil damages.

H. Concussion and Head Injury Procedures

1. The Superintendent shall ensure that there are written Concussion and Head Injury Procedures in place that describe the procedures to be followed in the event of a suspected concussion or head injury. The written Concussion and Head Injury Procedures shall be annually distributed to District parents and staff.
2. District staff shall receive annual training on the Concussion and Head Injury Procedures, including education on the signs and symptoms of concussions and head injuries; the procedures for responding to concussions and head injuries; and

the protocol for students returning to school or athletic activities after a concussion or head injury. The Superintendent may exempt any employee from this training whose duties do not bring the employee into contact with children on a regular basis.

Legal Reference:

Education Code sections 32280-32288 - Comprehensive School Safety Plan

Education Code section 32001 - Fire Drills

Education Code sections 35179.4 and 35179.6

Title 5, C.C.R. section 560

Website: <http://www.anyonecansavealife.org/>

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008, July 11, 2019, October 10, 2019

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6015: SCHOOL ACCOUNTABILITY REPORT CARD

- A. The Superintendent shall develop a process for developing annually a School Accountability Report Card for the District school pursuant to applicable law. The purpose of the annual School Accountability Report Card is to permit a parent/guardian to make meaningful comparisons between public schools that will enable the parent/guardian to make informed decisions on the school in which to enroll his or her children.

- B. The School Accountability Report Card shall be annually publicized, generally between November and May, of each school year and be easy to read and understandable by parents. Notice shall be given to all parents and guardians of pupils that the Report Card is available upon request and on the Internet, and that administrators and teachers are available to answer any questions regarding the Report Cards. The Superintendent, in his or her discretion may use the template provided by the State Department of Education for this purpose.

- C. The School Accountability Report Card shall include, but is not limited to, assessment of the school conditions identified below.
 - 1. Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Education Code section 60640 *et. seq.*

 - 2. Estimated expenditures per pupil and types of services funded. The assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site and shall be reported in total, in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instruction personnel at that school site.

 - 3. Progress toward reducing class sizes and teaching loads, including the distribution of class size using the California Basic Educational Data System or a successor data information system for the most recent three-year period.

 - 4. The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without a credentials, any assignment of teachers outside of their subject area of competence, mis-assignments, including mis-assignments of teachers of English learners, and the number of vacant teacher positions as defined by Education Code section 33126 for the most recent three-year period.

 - 5. Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and are adopted by the state forward for kindergarten and grades 1 to 8, inclusive and the ratio of textbooks per pupil and the year the textbooks were adopted.

6. The availability of sufficient textbooks and other instructional materials as determined pursuant to Section 60019 of the Education Code for each pupil, including English learners, in each of the following areas:
 - a. The core curriculum areas of reading/language arts, mathematics, science, and history/social science;
 - b. Foreign language and health;
 - c. Visual and performing arts.

If the Board determines that there are insufficient textbooks or instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percentage of pupils who lack sufficient standards-aligned textbooks or instructional materials in each of the foregoing subject areas.

7. The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.
8. Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).
9. Pupil achievement by grade level as measured by the standardized testing and reporting programs pursuant to Education Code section 60640 *et. seq.*
10. Pupil achievement by grade level, as measured by the results of the statewide assessment.
11. Estimated expenditures per pupil and types of services funded. The assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and by unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.
12. Progress toward reducing class sizes and teaching load, including the distribution of class sizes at the school site by grade level, the average class size, using California Basic Education Data System or any successor data system information for the most-recent three year period.
13. The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of

competence, mis-assignments, including mis-assignments of teachers of English learners, and the number of vacant teacher positions for the most-recent three year period.

14. Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8 inclusive and the ratio of textbooks per pupil and the year the textbooks were adopted.
15. The availability of sufficient textbooks and other instructional materials, as defined in Section 60019 of the Education Code for each pupil, including English learners in each of the areas set forth below.
 - a. The core curriculum areas of reading/language arts, mathematics, science, and history/social science
 - b. Foreign language and health
 - c. Visual and performing arts

If the Governing Board determines, pursuant to Education Code section 60119, that there are insufficient textbooks or instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percentage of pupils who lack sufficient standards-aligned textbooks or instructional materials in each subject area.

16. The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.
17. The annual number of schooldays dedicated to staff development for the most recent three-year period.
18. Suspension and expulsion rates for the most recent three-year period.
19. The number of advanced placement courses offered, by subject.
20. The Academic Performance Index, including the disaggregation of subgroups as set forth in Education Code section 52052 and the decile rankings and a comparison of schools.
21. If available the percentage of pupils including the disaggregation of subgroups as set forth in Section 52052 of the Education Code who successfully complete the high school exit examination compared to the statewide average.
22. Contact information pertaining to organized opportunities for parent involvement.

23. Applicable career technical education data measures as set forth in Education Code section 33126(b)(16).
- D. Annually, the Board shall issue a School Accountability report Card for each school, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008-2009 school year, the District shall make hard copies of its annually updated report card available, upon request, and on the Internet on or before February 1 of each year.
- E. Not less than triennially, the District Governing Board shall compare the content of the District's School Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education. Variances are permitted when necessary to account for local needs.

Legal Reference:

Education Code sections 17014, 17032.5, 17070.75(a), 17089, 33126, 33126.1, 35256, 35256.1, 35258, 41409, 41409.3, 52052, 60019, 60640 *et. seq.*

Date Policy Adopted By The Board: September 6, 1990

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

**Board Policy No. 6016: PARENTAL INVOLVEMENT PROGRAM AND
COMMUNITY VOLUNTEERS**

- A. It is the purpose of this Policy to establish procedures for the design and implementation of a Parental Involvement and Community Volunteer Program pursuant to Education Code sections 11500-11506. The goals of this program are:
1. To engage parents positively in their children's education by helping parents to develop skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society.
 2. To inform and train parents on how they can directly affect the success of their children's learning by providing them with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
 3. To build consistent and effective communication between the home and the school so that parents have the opportunity to know when and how to assist their children in support of classroom learning activities.
 4. To encourage and train teachers and administrators to communicate effectively with parents of pupils.
 5. To integrate parent involvement programs into the school's master plan for academic accountability.
 6. To consult with parents regarding educational programs and to ensure opportunity for participation of parents who lack literacy skills.
- B. The Superintendent or designee is designated as the program manager. The Superintendent or designee will provide periodic programs at the District school each year regarding:
1. Parental ability to directly affect the success of their children's learning through the support they give their children at home and at school.
 2. Home activities, strategies, and materials that can be used to assist and enhance learning both at home and at school.
 3. Parenting skills that assist parents in understanding the developmental needs of their children, including appropriate discipline and building healthy relationships with their children. Parental ability to develop consistent and effective communications between the school and the parents concerning the progress of their children in school and concerning school programs.

4. Submit to the Board an annual statement identifying the specific objectives of the program.
 5. Submit for review annually to the Board a written assessment of the progress of the program in meeting the stated objectives.
 6. Ensure that parents are provided access to a copy of the annual review and assessment upon request.
- C. The Board will annually review the program.
- D. Volunteer activities by parents and members of the community.
1. Parent and community involvement in schools is one method of implementing the objectives of the Parental Involvement and Community Volunteer Program. Accordingly, the Superintendent or designee may authorize the use of unpaid parents as well as community volunteers for the following purposes:
 - a. To serve as a non-teaching, volunteer aide under the immediate supervision and direction of a certificated employee of the District.
 - b. To supervise the pupils during the school lunch period.
 - c. To perform other non-instructional duties relevant to and in support of curricular or extracurricular activities.
 2. Unpaid parent and community volunteers will abide by the following general rules in addition to any specific restrictions placed upon their service by the Superintendent:
 - a. The District is not responsible for the loss of volunteer personal articles or property.
 - b. Volunteers will abide by all Board policies.
 - c. Volunteers will perform only such services as are authorized by the Superintendent and/or his or her designee.
- E. It is the policy of the District that any unpaid volunteer be deemed an employee of the District for the purposes of the Workers' Compensation laws of the State of California with respect to any injury sustained by the volunteer while engaged in the performance of any service for the District.

Legal Reference:

Education Code sections 11500-11506, 35021, 44814, 44815, 45349

Date Policy Adopted By The Board: June 19, 1991

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6017: EFFECTIVE USE OF INSTRUCTIONAL TIME

- A. The Board hereby declares that the faculty must effectively utilize pupil instructional time. Only educational materials that will support the adopted courses of study will be selected and used. Exceptions may be made only by the permission of the Principal or the Superintendent.

- B. The Board acknowledges that film and video excerpts may be appropriate in some limited cases, but they must not be used for entertainment purposes that are unrelated to the adopted courses of study. Film and video excerpts always must be appropriate to the ages of the pupils.

- C. The Board delegates to the Principal and the Superintendent the authority and responsibility to implement the goals of this Policy through suitable means within their discretion.

Dates Policy Adopted By The Board: July 19, 1995
Revised By The Board: January 13, 2005, June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT
Board Policy No. 6018: PUPILS WITH DISABILITIES UNDER
SECTION 504 OF THE FEDERAL
REHABILITATION ACT OF 1973

A. Identification and Evaluation under Section 504

1. The Board recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Many of these students may not qualify for special education services under state or federal law, but they do qualify for services in regular education programs under Section 504 of the federal Rehabilitation Act of 1973. Individuals with a physical or mental impairment that substantially limits one or more major life activities including, but not limited to, learning are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met. (Section B, below)
2. The Superintendent or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school. (Sections C & D, below)
3. To evaluate the student's eligibility under Section 504, the Superintendent or designee shall convene a 504 Team of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data and accommodation options. The student's parent/guardian/surrogate shall be invited to participate on this 504 Team. (Section D, below)
4. If the student is found to have a disability that requires services under Section 504, the 504 Team shall develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the 504 Team shall determine what accommodations will be made in the regular education program to ensure student a free appropriate education and/or special services and aids that are needed. The plan shall include a schedule for periodic review of the student's needs. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. (Sections E & F, below)
5. The 504 Team shall provide the parent/guardian/surrogate with a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law. (Section G, below)
6. The Superintendent or designee is the District Coordinator for implementation of Section 504.

B. Eligibility

1. A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment because the student:

- a. Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the District as having such impairment, such as a student who walks with a limp;
 - b. Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others toward such impairment;
 - c. Has no physical or mental impairment but is treated by the District as having such an impairment, such as a student who has tested positive with the HIV virus but has not physical effects from it.
2. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
 3. A student may be disabled under Section 504 and this policy even if he does not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

C. Referral and Identification Procedure

1. Any student may be referred by a parent/guardian/surrogate, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the Principal or the 504 Coordinator using the 504 Referral Form.
2. The 504 Team shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records [including academic, social and behavioral records] and the student's needs.
3. The 504 Team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the options for placement and services.
4. The 504 Team will consider the referral and, based upon a review of the student's existing records, including academic, social and behavioral records, consultation with the student's teacher(s), other professionals, and the parent/guardian, an analysis of the student's needs, and the parent/guardian, as appropriate to determine whether a more formal assessment under this procedure is appropriate.

D. Evaluation

Evaluation of qualified disabled students within the meaning of Section 504 and formulation of a plan for services will be carried out by the 504 Team according to the following procedures:

- a. Section 504 requires informed parental permission for initial evaluations. Prior to conducting an initial evaluation, the 504 Team shall obtain written consent from the student's parent/guardian.
- b. The 504 Team will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration

of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age or grade level) for participation in the educational program and/or activities. The 504 Team will consider the information provided by the student's classroom teacher and/or obtained through classroom observations and Student Inventions, where appropriate.

- c. The 504 Team will consider the referral and, based upon a review of the student's existing records, including academic, social and behavioral records, make a decision as to whether a more formal assessment under this procedure is appropriate. In those cases in which additional assessment is required, the additional assessments will be approved by the parent/guardian/surrogate in writing and will be conducted. If the parent/guardian/surrogate does not agree to additional assessments, the 504 Team will make its determinations based upon existing information. If a parent/guardian/surrogate request for formal assessment is denied, the 504 Team will inform the parents/guardians/surrogates of this decision and of the Procedural Safeguards as described herein. The parents/guardians/ surrogates will be provided a copy of Section 504 Procedural Safeguards, which will notify the parent/guardian/surrogate of their right to request an impartial hearing related to any decision or actions regarding their child's identification, evaluation, educational program, or placement.
- d. No final determination of whether the student will or will not be identified as a qualified disabled person within the meaning of Section 504 will be made by the 504 Team without first inviting the student's parents/guardians/surrogates to participate in a meeting concerning such determination.
- e. Prior to the 504 Team meeting, Parents/Guardian/Surrogates will be sent a Notice of 504 Team Meeting. A final decision of eligibility under Section 504 will be made by the 504 Team in writing. The 504 Team will notify the student's parents/guardian/surrogates of the procedural safeguards available to them, including the right to an impartial hearing and review, as described below, under Procedural Safeguards.

E. Accommodation plan

- 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what services, if any, are necessary to ensure that the student's individual education needs are met, through adherence to nondiscriminatory practices, as adequately as are the needs of nondisabled students. The 504 Team will develop a written 504 Student Identification Report and Accommodation Plan.
- 2. For students who have been identified as disabled within the meaning of Section 504 and in need of reasonable modification of regular education or special education and related aids and services, the 504 Team will determine the placement of aids and services necessary to ensure that the students receive a free, appropriate education. In making this determination, the 504 Team will consider all available relevant information, drawing upon a variety of sources including, but not limited to, comprehensive assessments conducted by the District's professional staff.
- 3. The parents/guardians/surrogates of a qualified disabled student will be invited to participate in the 504 Team meeting where services for the student will be

determined and will be given an opportunity to examine all relevant records concerning the student.

4. For each identified qualified 504 disabled student, the 504 Team will develop a written plan describing the student's disability and the reasonable accommodations that will be provided to the student to ensure their equal access to their education. The plan will specify how the modifications of regular education or special education and related aids and services will be provided to the qualified disabled student, and by whom.
5. In interpreting evaluation data and making placement decisions, the 504 Team shall draw upon a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The 504 Team shall also ensure that information obtained from all such sources is documented and carefully considered and that placement decisions are made in conformity with 34 C.F.R. section 104.34.
6. The 504 Team may also determine that a student identified as a qualified disabled person within the meaning of Section 504 does not need reasonable accommodations of regular education, special education or related aids and services. If such a determination is made, the 504 Team will document the basis for the decision that no special services are needed.
7. In all cases, a qualified disabled student within the meaning of Section 504 will be placed in the District's regular educational environment with the use of supplementary aids and services unless the District demonstrates that the education of the student in a more restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with peers who are not disabled to the maximum extent appropriate to the student's individual needs.
8. The 504 Team will complete the identification, evaluation and placement process within a reasonable time frame.
9. A copy of the student's accommodation plan shall be kept in the student's record. The student's teacher and any other staff who provide services to the student shall be informed of the plan's requirements and accommodations.

F. Review of the student's progress

1. The 504 Team will periodically monitor the progress of the qualified disabled student and the effectiveness of the plan. Any modifications to the 504 Plan will be documented in writing.
2. At least annually, the 504 Team will meet to review the 504 Accommodation Plan to determine whether the accommodations remain appropriate and necessary. Any modifications to the 504 Plan will be documented in writing. This annual review of the student's needs may occur sooner at the request of the parent/guardian/surrogate or school staff. In addition, the student's eligibility under Section 504 shall be reevaluated at least once every three (3) years.

3. Prior to any significant change in the educational placement of a qualified disabled student, the local Campus Designee (Principal) will conduct a reevaluation of the student's needs, which will be reviewed by the 504 Team.

G. Procedural Safeguards

1. Parents/guardians/surrogates shall be notified in writing of all District decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - a. Examine relevant records;
 - b. Have a review procedure;
 - c. Have an impartial hearing with an opportunity for participation by the parents/guardians/surrogates and their counsel at their own expense.
2. Parent/guardian notifications shall also set forth the procedures for requesting a hearing over any disagreement with the District's proposed action, the name, address and telephone number of the person to whom the request should be made, the right to be represented by counsel in the impartial hearing process, the right to appeal the impartial hearing officer's decision, and the fact that reimbursement for attorney's fees is available only as authorized by law. Notifications shall also include the right to have an evaluation that draws on information from a variety of sources, to be informed of any proposed actions related to eligibility and plan for services, the right to periodic evaluations and an evaluation before any significant change in program/services is made.
3. If a parent/guardian/surrogate disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:
 - a. The parent/guardian/surrogate shall request a 504 Team meeting to resolve the concern.
 - b. If the concern is unable to be resolved in a 504 Team meeting, then the parent/guardian/surrogate shall set forth in writing his/her disagreement and request that the 504 Coordinator (who is the District's Director of Special Education) review the 504 Accommodation Plan in an attempt to resolve the disagreement. The 504 Coordinator shall review the 504 plan, the Student's education records and meet with the parent/guardian/surrogate to discuss their concern. The Superintendent may attend the meeting at the request of either the 504 Coordinator or the Parent. The 504 Coordinator shall then notify the Parent in writing of the District's response to the concern.
 - c. If the parent/guardian/surrogate remains unsatisfied with the District's response, the Parent may within 60 calendar days of notice of the decision(s) with which they disagree, request an impartial hearing. The parent and student may take part in the hearing before an impartial hearing officer and have an attorney represent them at their own expense. The impartial hearing officer will be selected by the

District. Parents also have the right to appeal the decision of the hearing to a court of competent jurisdiction. Hearing requests must specify the nature of the dispute and be made in writing to the District's Director of Special Education. The request for hearing shall include:

- (1) The specific nature of the decision with which the parent/guardian/surrogate disagrees;
 - (2) The specific relief the parent/guardian/surrogate seeks;
 - (3) Any other information the parent/guardian/surrogate believes pertinent.
- d. Within thirty (30) school days of receiving the parent/guardian/surrogate's request for a hearing before an impartial hearing officer, the 504 Coordinator, or designee shall select an impartial hearing officer. This thirty (30) day period may be extended for good cause. To ensure impartiality, such officers shall not be employed or under contract with the District in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
- e. Within forty-five (45) school days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This forty-five (45) day period may be extended for good cause. The 504 Coordinator or designee shall represent the District at this hearing.
- f. Any party to the hearing shall be afforded the right to:
- (1) Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
 - (2) Present written and oral evidence;
 - (3) Question and cross-examine witnesses;
 - (4) Receive written findings by the hearing officer.
- g. If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.
4. The 504 Coordinator or designee shall ensure that the District has taken appropriate steps to notify students and parents/guardians of the District's duty under Section 504. (34 C.F.R. section 104.32)

H. Recording 504 Team Meetings

1. A parent, guardian, or the District has the right to audio record a team meeting for a student held pursuant to Section 504 of the federal Rehabilitation Act of 1973. In order to audio record the meeting, the parent or guardian or the District shall notify

the other of their intent to audio record the meeting at least 24 hours before the meeting. If the District initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, then the meeting shall not be audio recorded.

Legal Reference:

Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. section 794

34 C.F.R. sections 104.3, 104.32, 104.33, 104.34, 104.35, 104.36, 104.7, 300.1 *et seq.*

Education Code section 270

Date Policy Adopted By The Board: February 21, 1996

Dates Policy Revised By The Board: January 13, 2005; June 5, 2008; November 19, 2024

RANCHO SANTA FE SCHOOL DISTRICT

**Board Policy No. 6019: PROCEDURE FOR PROCESSING REQUESTS FOR
EARLY RELEASE OF PUPILS**

- A. Upon written request from a parent or legal guardian, the Superintendent may grant an early release for a pupil so that the pupil may engage in study time at school, or may engage in out-of-school activities such as individual or team sports, music lessons, private tutoring or other similar activities. An early release may be granted for one day and up to a maximum period of nine school weeks. An additional written request must be made for any early release beyond nine school weeks.

- B. The only school activity that may be missed, if any, shall be the physical education activity. A pupil may be allowed an early release under this Board Policy only if the pupil attends school each day for which the early release is granted for at least the length of a minimum school day as required by law.

- C. The Superintendent may grant or deny a request for early release within his or her discretion. The Superintendent also may rescind a previously granted request for release within his or her discretion. The Superintendent's decision is final. However, the Superintendent should not grant any written request for an early release or allow the continuance of an early release if the pupil does not have a good academic record reflecting positive effort and good citizenship.

- D. The Superintendent may grant a written request for early release with specific conditions within his or her discretion.

Dates Policy Adopted By The Board: January 13, 2005
Date Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6020: PARENTAL INVOLVEMENT RIGHTS

- A. This Policy implements Education Code sections 51100 and 51101 adopted by the Legislature in 1998.
- B. Parents and guardians, including parents who lack English fluency, will have the following rights to:
 - 1. Within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any inter-district pupil attendance policies or programs;
 - 2. Within a reasonable time of their request, to meet with their child's teacher or teachers and the principal of the school in which their child is enrolled;
 - 3. Volunteer their time and resources for the improvement of school facilities and school programs under the supervision of District employees including, but not limited to providing assistance in the classroom with the approval, and under the direct supervision of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility will remain with the teacher.
 - 4. Be notified on a timely basis if their child is absent from school without permission;
 - 5. Receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests as well as on English language development tests;
 - 6. Have a school environment for their child that is safe and supportive of learning;
 - 7. Examine the curriculum materials of the class or classes in which their child is enrolled;
 - 8. Be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child;
 - 9. Have access to the school records of their child;
 - 10. Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish;

11. Be informed in advance about school rules, including disciplinary rules and procedures pursuant to Education Code section 35291, attendance, retention, and promotion policies pursuant to Education Code section 48070.5, dress codes, and procedures for visiting the school;
 12. Receive information about any psychological testing the school does involving their child and to deny permission to give the test;
 13. Participate as a member of a parent advisory committee, school site council, or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations.
 14. Question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy, and to receive a response from the school in accordance with the requirements of District policy;
 15. Be notified as early in the school year as practicable pursuant to Education Code section 48070.5 if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child, and appeal a decision to retain or promote their child.
 16. Be informed about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts.
- B. In addition to the rights described in paragraph A of this Policy, parents and guardians of pupils, including those parents and guardians whose primary language is not English, have the opportunity to develop jointly a policy that includes, but is not limited to, the following:
1. The means by which the school and parents or guardians of pupils may help pupils to achieve academic and other standards of the school;
 2. A description of the school's responsibility to provide a high quality curriculum and instructional program in a supporting and effective learning environment that enables all pupils to meet the academic expectations of the school;
 3. The manner in which the parents and guardians of pupils may support the learning environment of their children including, but not limited to, the following:
 - a. Monitoring the attendance of their children;
 - b. Ensuring that homework is completed and turned in on a timely basis;
 - c. Participation of their children in extracurricular activities;
 - d. Monitoring and regulating the television viewed by their children;

- e. Working with their children at home in learning activities that extend learning in the classroom;
 - f. Volunteering in their children's classrooms, or for other activities at the school;
 - g. Participating, as appropriate, in decisions relating to the education of their own child or the total school program.
- C. Nothing in this Policy may be construed to authorize a school to inform a parent or guardian as provided herein, or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
- D. The District will take all reasonable steps necessary to ensure that all parents and guardians of pupils who speak a language other than English are notified in English and in their home language of any required notifications, rights and opportunities for a parent or guardian who lacks English fluency, including, but not limited to:
- 1. Be given any required written notification, under any applicable law, in English and the pupil's home language pursuant to Education Code section 48985;
 - 2. Support their children's advancement toward literacy both in English and, to the extent possible, in the child's home language.

Legal Reference:

Education Code sections 35291, 48070.5, 48985, 51100, 51101, 51101.1

Date Policy Adopted By The Board: January 13, 2005

Date Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6021: EDUCATION FOR ENGLISH LANGUAGE LEARNERS

A. It is the policy of the Governing Board to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist pupils in becoming productive members of our society. The District's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers.

B. Definitions

The following definitions are found in Education Code sections 300-340.

1. "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child.
2. "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
3. "English language mainstream classroom" means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.
4. "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.
5. "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language.

C. Except as provided in Education Code sections 310 and 311, all pupils shall be taught in English. In particular, this shall require that all pupils be placed in English language classrooms. Pupils who are English learners shall be educated through structured English immersion during a temporary transition period not normally intended to exceed one (1) year.

D. Identification And Assessment

Upon enrollment, each pupil's primary language shall be determined. Within thirty (30) days of their initial enrollment, pupils who are identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading and writing. Within ninety (90) days of initial enrollment, pupils identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining pupil needs on the basis of these assessments. Pupils in grades K-2 may be assessed only in comprehension and speaking. Thereafter, pupils identified as English learners shall be assessed at least annually until each pupil is re-designated as English proficient.

Assessments shall primarily utilize the English language development test developed pursuant to Education Code section 60810 *et. seq.*

E. Notice To Parents Or Guardian

The Superintendent or designee shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils who are assessed. The notice shall include:

1. The reason for the pupil's classification as limited English proficient;
2. The level of English proficiency;
3. A description of the program for the English language development instruction, including a description of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the pupil;
 - b. The manner in which the program will help the pupil develop his or her English proficiency and meet age appropriate academic standards;
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms that are not tailored for limited-English proficient pupils; and
 - d. Where the child has been identified as having exceptional needs, the manner in which the program meets the requirements of the child's individualized education plan.
4. Whether the pupil is a long-term English learner or English learner at risk of becoming a long-term English learner.

5. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners.
6. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver.

- F. Pupils who are identified as English language learners shall be educated through structured English immersion during a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the District's sheltered English immersion program shall be in English. However, clarification, explanation and support, as needed, may be in a pupil's primary language. An English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments.

Upon the request of his/her parent/guardian, a pupil shall be placed in an English language mainstream classroom.

G. Re-Designation

English language learners shall be re-designated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria:

1. Teacher evaluation of the pupil's English language proficiency including, but not limited to, curriculum mastery;
2. Objective assessment of the pupil's English comprehension, speaking proficiency and writing skills using an objective assessment instrument including, but not limited to, the English language development test pursuant to Education Code section 60810;

3. Parental opinion and consultation during a re-designation interview;
4. Objective data on the pupil's academic performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Superintendent or designee shall provide subsequent monitoring and support of re-designated pupils.

H. Special Needs Waivers And Right To Appeal

1. Education Code section 311 (c) provides that a waiver may be granted when the pupil has already been placed for a period of not less than thirty (30) days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological or educational needs that an alternate course of study would be better suited to the pupil's overall educational development. Education Code section 311 (c) requires local Boards to establish and review guidelines for the granting/denying of "special needs" waivers by the Superintendent. The following "guidelines" should be modified to reflect the Board's deliberations and staffs recommendations as to the procedures appropriate for the District. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.
2. Pursuant to Title 5, C.C.R. section 11309, the District is required to grant all waiver requests, unless the Principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. Therefore, the burden is on the District staff to show why a waiver request should not be granted. Parent/guardian requests for waivers from Education Code section 305 shall be granted in accordance with law and administrative regulation.
3. The Superintendent shall consider all waiver requests made pursuant to Education Code section 311 (c) (Special Needs). When determining whether or not to recommend the approval of the waiver request, the Superintendent shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition. All such waiver requests shall be granted unless: (1) the Superintendent and educational staffs determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the pupil or; (2) the program requested by the parent/guardian is not offered at the school.

4. When evaluating a waiver request pursuant to Education Code section 311(a) and other waiver requests for those pupils for whom standardized assessment data is not available, other equivalent assessment measures shall be used. These equivalent measures may include local assessments, local standards and teacher evaluations.
 5. If the waiver requested by the parent/guardian is granted, and less than twenty (20) pupils at the same school receive a waiver, the pupil shall be allowed to transfer to another public school in which such a class is offered.
- I. Pupils wishing to transfer shall be subject to the District's inter-district attendance policies. Pupils wishing to transfer to another District shall also be subject to the receiving District's inter-district attendance policies and administrative regulations. If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven (7) working days.
- J. Parental Exception Waivers

A parent/guardian may request that the District waive the requirements of Education Code section 305 on an annual basis if one of the following circumstances exists:

1. Pupil already knows English: The pupil already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the pupil scores at or above the State average for his/her grade level or at or above the fifth grade average, whichever is lower.
2. Older pupil: The pupil is age ten (10) years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the pupil's rapid acquisition of basic English skills.
3. Pupil with special needs: The pupil already has been placed for a period of not less than thirty (30) days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the pupil has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the pupil's overall educational development.
4. The parent/guardian shall personally visit the school to apply for the waiver. (Education Code section 310)

5. Upon request for an application for a "Parental Exception Waiver," the Principal shall provide to the parents/guardians a full written description of:
 - a. The intent and content of the structured English immersion program;
 - b. Any alternative courses of study offered by the District and available to the pupil;
 - c. All educational opportunities offered by the District and available to the pupil;
 - d. The educational materials to be used in the different educational program choices provided.

Upon request of the parent/guardian, a spoken explanation of items a-d above shall be provided.

Upon granting a waiver, pupils may be transferred to classes where they are taught English and other subjects through bilingual education/native language instruction techniques or other generally recognized educational methodologies permitted by law. Individual schools in which twenty (20) pupils or more of a given grade level receive a waiver shall be required to offer such a class. Otherwise, pupils will be permitted to transfer to a public school in which such class is offered.

- K. To ensure that the District is using sound methods that effectively serve the needs of English language learners, the Superintendent or designee shall annually examine program results, including reports of the pupils' academic achievement and their progress towards proficiency in English. The Superintendent shall ensure that the school compiles data on programs for English language learners in order to help determine program effectiveness.
- L. The Board encourages staff to exchange information with other districts and the County Office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.
- M. The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their re-designation based on criteria adopted by the Board.
- N. Participation In Standard Instructional Program
 1. Commencing in the 2019–20 school year, any middle school pupil who is classified as an English learner shall not be denied participation in any of the following:

- a. Enrollment in courses that are part of the Standard Instructional Program of District. The “Standard Instructional Program” includes enrollment in core curriculum courses, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion; and
 - b. Enrollment in a full course load of courses that are part of the Standard Instructional Program.
2. Provided that, pursuant to federal law, the pupil’s course of study is designed to remedy any academic deficits incurred during participation and that the pupil’s course of study is reasonably calculated to enable that pupil to attain parity of participation in the Standard Instructional Program within a reasonable length of time after he or she enters the school system, the District may deny a middle school English Learner access to enrollment in the Standard Instructional Program when the pupil:
 - a. Has recently arrived in the United States and has been enrolled as student in the United States for less than twelve months; or
 - b. Is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Legal Reference:

Education Code Sections:

300-340 English language education for immigrant children
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
52015 Components of school improvement plan
52130-52180 Impacted languages act of 1984
52164.6 Reclassification criteria
52169 Requirements for establishment of program
52171 Evaluations of pupil progress
52171.6 Annual report to legislature
52177 Administration of article
52180-52186 Bilingual teacher training assistance program
54000 *et. seq.* Programs for disadvantaged children
60810 *et. seq.* Assessment of Language Development
60811.8 English learners: participation in standard instructional program.
62000-62005.5 Evaluation and sunseting of programs

California Code of Regulations, Title 5 sections:

4320 Bilingual education program requirements
11300-11316 English language education for immigrant children

Title 20, U.S.C. sections:

1701-1705 Equal Educational Opportunities Act

Court decisions:

Valeria G. v. Wilson (N.D. Cal. 1998) 12 F. Supp. 2d 1007

Proposition 227

Advisory WEB SITES: CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

Date Board Policy Adopted By The Board: January 13, 2005

Dates Board Policy Revised By The Board: June 5, 2008; June 22, 2018, July 11, 2019

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6022:

INDEPENDENT STUDY

A. Purpose

Independent study is an optional alternative instructional program that allows K-12 pupils to complete academic requirements during an absence as defined in this Policy from the school site during the regular school year. Independent study is authorized for the following purposes.

1. Special assignments extending the content of the regular curriculum or individualized study in a particular area of interest not available in the regular curriculum.
2. An individualized alternative means for assuring that a pupil acquires the knowledge and skills of the core curriculum.
3. Continuing to progress toward the completion of educational and graduation requirements during a brief or an extended absence for travel.
4. Volunteer community service activities that support and strengthen pupil achievement.

B. Request for Homework

This Board Policy does not apply to pupils whose absence from school is excused due to illness or injury or other permissible reasons for which other arrangements may be made to assure that pupils do not fall behind in their work. State law requires that an independent study option cannot be made available if the absence is for less than five (5) consecutive days. However, a Request for Homework for instructional assignments for an absence of less than five (5) consecutive days may be available from the pupil's teacher or teachers. Absences for less than five (5) days for other than illness will be unexcused and may result in further attendance review. The Principal or designee will have the discretion for an exception one time each school year to excuse up to four (4) days of consecutive absence if there is a request signed by the parent, Principal or designee, and pupil prior to the absence and work is completed upon return.

C. General Rules

1. Independent study shall not be provided as an alternative curriculum.
2. The District shall not provide independent study pupils and their parents/guardians with funds or items of value that are not provided for other pupils and their parents/guardians, but shall be provided with the same access to all existing services

and resources in the school in which the pupil is enrolled pursuant to Education Code section 51748 as are available to all other pupils in the school.

3. No pupil shall be required to participate in independent study. Participation is voluntary. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
4. Pupils enrolling in independent study must be residents of the local county or an adjacent county. Full-time independent study shall not be available to pupils whose district residency status is based on their parent/guardian's employment within District boundaries pursuant to Education Code 48204.
5. No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. No temporarily disabled pupil may receive individual instruction pursuant to Education Code section 48206.3 by means of independent study.
6. The ratio of average daily attendance for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other education programs operated by the District.
7. The Principal or designee may determine whether it is in the best interest of a pupil to participate in any independent study program. Participation requires the signed consent and agreement of the Principal or designee, supervising teacher and all persons who have direct responsibility for providing assistance to the pupil, the parent or guardian and the pupil prior to the absence.
8. The independent study program of each pupil shall be coordinated, evaluated, and under the general supervision of an employee of the District who possesses a valid certification document as required by law. Qualified personnel shall assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine whether full-time independent study is the most appropriate alternative for a pupil being referred and, if so, the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study.

D. Criteria for Participation

Pupils or parents who are interested in independent study should contact their school Principal or designee to apply for and be evaluated for independent study. The application may be referred to a review committee which may be comprised of the

referring school administrator and the parent or guardian and the teacher involved. Approval for participation in independent study shall be based on the following criteria:

1. An acceptable reason for requesting independent study. Such reasons may include but are not limited to the desire to participate in volunteer community service activities that support and strengthen pupil achievement, continuing and special study during travel, studying a particular area of interest or in a subject not currently available in the regular school curriculum, special assignments extending the content of regular courses of instruction, an unavoidable short-term absence, or the need for an individualized alternative program to acquire the knowledge and skills of the core curriculum.
2. Evidence that the pupil is able to and will work independently to complete the program. This evidence shall include a review of records including, but not limited to, work habits of the pupil and satisfactory performance on the CAASPP System of assessments.
3. Assurance that the pupil will be able to timely complete the assignments and meet the necessary commitments.
4. Available experienced certificated staff with adequate time to effectively supervise the pupil's program.
5. Requests for enrollment in the program are made on an individual basis. The school Principal or designee will determine the pupil's need for independent study and approve or disapprove applications. At least a week's notice is required. The pupil and/or guardian must submit a complete independent study agreement form. (The Principal or designee may provide an extension for good cause with advance notice.) Credit will not be given under the program unless a signed agreement is in effect prior to the start of the Independent Study agreement and all work under the agreement is completed.

E. Written Agreements and Assignments

The Independent Study Agreement must be in writing and must include a required study plan that represents the total instruction of not less than the equivalent of a minimum school day appropriate for the pupil's grade level for every school day covered by the agreement as set forth below:

Kindergarten	-	180 minutes
Grades 1-3	-	230 minutes
Grades 4-8	-	240 minutes

The written independent study agreement for each participating pupil shall be maintained on file in the District Office and shall contain:

1. The manner, frequency, time and place for submitting the pupil's assignments and for reporting his/her progress.
2. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel that will be made available to the pupil.
4. The District's independent study policy describing the maximum length of time allowed between an assignment and the completion and the number of missed assignments which will trigger an evaluation of whether the pupil should be allowed to continue in independent study, as provided below. FAILURE TO COMPLETE ASSIGNMENTS ON TIME MAY RESULT IN THE TERMINATION OF THE PUPIL'S ENROLLMENT IN THE INDEPENDENT STUDY PROGRAM.
5. The duration of the Independent Study Agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. The length of independent study programs will be at the discretion of the principal or designee. However, no independent study agreement, including the beginning and end dates for the student's participation, shall be valid for more than one full school year.
6. A statement of the measures of academic accomplishment appropriate to the agreement, to be achieved by the pupil upon completion.
7. A statement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917 (expulsion provisions), the agreement shall also include the statement that instruction may be provided through independent study only if the pupil is offered the alternative of classroom instruction.
8. The curriculum and methods of study specified in the written agreement shall be consistent with the Governing Board's policies, administrative regulations and procedures for curriculum and instruction. The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the pupil and supervising teacher.
9. Before beginning the independent study, each written agreement shall be signed and dated by the pupil, the parent/guardian or caregiver of the pupil, the certificated

employee designated as responsible for the general supervision of independent study, the Principal or designee, and all persons who have direct responsibility for providing assistance to the pupil.

10. The agreement shall state that the parent/guardian's signature confers his/her permission for the pupil's independent study as specified in the agreement.

For all students in independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be no greater than one week or five days for any student enrolled in a K-12 school. When circumstances justify a longer period of time, the Principal or designee may extend the maximum length of an assignment.

When any student fails to complete three missed independent study assignments during any period of fifteen (15) school days or misses two appointments without valid reasons, the Principal or designee shall conduct an evaluation to determine whether the student should be allowed to continue in independent study. The written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the student's permanent record.

F. Pupil Rights and Responsibilities

Pupils participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction. Independent study pupils who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the pupil to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the pupil and/or parent/guardian, as appropriate.
2. A special meeting between the pupil and the teacher and/or counselor.
3. A meeting between the pupil and administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the pupil works under the direct supervision. When the pupil has missed the number of assignments specified in Board policy as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement, with the pupil's return to a regular classroom or alternative instruction program.

G. Transportation

1. Transportation must be furnished by the parent/guardian for pupils who have opted to participate in the independent study program.
2. Unless a written authorization and release form is received, the parent/guardian must sign out any pupil who leaves the school premises before the end of the regular school day to attend an independent study program.
3. At the discretion of the Principal or designee, the parent/guardian of a pupil in grades 6-8 may submit a written authorization and release form which permits the pupil to leave the school premises before the end of the regular school day to attend an independent study program without having a parent/guardian present to sign out the pupil. The pupil may only leave at the time indicated on the authorization form. A written authorization and release form must be completed for each school year. The Principal or designee may revoke a pupil's authorization form at any time and for any reason.
4. Any pupil who has on file a written authorization and release form to leave the school premises before the end of the regular school day without having a parent/guardian present to sign out the pupil, must themselves sign out when leaving the premises to attend the independent study program.

H. Attendance Accounting and Records

1. District records shall identify all pupils participating in independent study and shall specify the grade level, program placement and school in which each of these pupils is enrolled.
2. Records shall be maintained for audit purposes and shall include the following:
 - a. A copy of this Board Policy, and procedures related to independent study.
 - b. A separate listing of the pupils, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by pupils in grades K-8.
 - c. A daily or hourly attendance register, as appropriate to the program in which the pupils are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of pupil work products are personally judged by a certificated teacher, and reviewed by the Principal or designee.

- d. When completed, the Independent Study Agreement is sent to the District Office with one original sample of work attached for an elementary pupil.
- e. To receive attendance credit, the pupil must turn in assigned work by the first school day following the last day of the Independent Study Agreement. Upon receiving assigned work, the certificated employee shall evaluate the pupil's work for academic credit and for attendance credit, indicating academic credit and the number of days of attendance credit earned on the Independent Study Agreement. Assignments turned in after the due date shall be considered "missed assignments" and no attendance credit is allowed, although academic credit may be granted for the late assignments.
- f. The certificated employee shall, after the pupil turns in assignments, estimate the quantity of work completed to determine the days of attendance credit and record the days on the Independent Study Agreement form.
- g. The certificated employee shall turn in the completed Independent Study Agreement form and an original sample of the pupil's completed assignments within five (5) school days of receiving the assignments to the District Office.
- h. The District Office shall maintain as District records a file of all ORIGINAL agreements, with representative original samples of each pupil's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.

These files shall be retained for three years to meet state audit requirements.

I. Responsibilities of Supervising Teachers

Each pupil's independent study shall be coordinated, evaluated and carried out until the general supervision of a certificated employee at the school. The Principal or designee shall approve the assignment of any teachers who directly supervise independent study on a regular basis. The Principal or designee may recommend teachers or pupils for independent study. The teacher may be the pupil's regular classroom teacher, particularly for elementary pupils. Independent study teachers are responsible for:

1. Completing designated portions of the written agreement and adding additional information to the written agreement when appropriate;
2. Supervising and approving course work;
3. Designing all lesson plans;

4. Writing the assignments for pupils;
5. Assessing all pupil work;
6. Personally judging the time value of assigned work or work products completed and submitted by the pupil;
7. Selecting and saving with each agreement representative samples of the pupil's completed and evaluated assignments on not less than a monthly basis, preferably biweekly;
8. Signing and completing the agreement when the pupil has reached his/her objectives or the agreement is terminated;
9. Maintaining any required records and files on a current basis; and
10. When appropriate, independent study teachers shall determine and assign grades or other approved measures of achievement.

Legal Reference:

Education Code sections:

46300	Method for Computing Average Daily Attendance
46300.1	Independent Study ADA Accounting
48206.3	Pupils with Temporary Disabilities Independent Study
51745-51745.6	Independent Study
56026	Individuals with Exceptional Needs

California Code of Regulations, Title 5, C.C.R. sections 11700-11703 (Independent Study Programs)

Date Policy Adopted By The Board: January 13, 2005

Dates Policy Revised By The Board: June 5, 2008; September 7, 2017.

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6023: PUPIL ASSESSMENT – STANDARDIZED TESTING AND REPORTING PROGRAM

- A. The Superintendent or designee shall administer the mandatory state achievement test in the California Assessment of Student Performance and Progress (CAASPP) to all pupils in grades 3 through 8 before May 15 of each year. Any District pupil in grades 3 through 8 identified as limited English proficient pursuant to Education Code section 60810 and who either United States for less than twelve (12) months shall take both the statewide assessment in English and a test in his/her primary language if such a test is available.

- B. A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of CAASPP and/or the designated primary language test. The parent/guardian must initiate the request. The District and its employees shall not solicit or encourage any written request on behalf of any child.

- C. Special education pupils shall be tested with the designated achievement test, unless an explicit provision in their individualized education program specifically exempts them from testing. Pupils in special education programs with individualized education plans or pupils with current Section 504 plans delineating accommodations such as, but not limited to, large print, Braille, extended time, or the use of a reader or scribe or a calculator shall be tested and the prescribed adaptations or accommodations shall be made.

- D. The Superintendent or designee shall arrange for at least two make-up days for the testing of pupils who were absent during the period that any school administered the achievement test. All make-up testing shall occur within five (5) instructional days of the last date that the District administered the test or by May 25, whichever is earlier.

- E. By November 1 of each year, the Superintendent or designee shall designate a District coordinator who shall serve as the District representative and liaison with the California Department of Education for all matters relating to the CAASPP testing program. The Superintendent or designee also shall designate a coordinator at each test site.

- F. The Superintendent or designee shall report the results of each pupil's test in writing to the pupil's parents/guardians within twenty (20) working days of receiving results from the test publisher. If the test results are received from the publisher after the last day of instruction in the school year, each pupil's results shall be mailed to his/her parents/guardians. The report shall include a clear explanation of the purpose of the test, the pupil's score and its intended use by the District. Individual pupils' scores shall also be reported to their school and teachers and shall be included in their pupil records. Individual test results shall not be released without the permission of the pupil's parents/guardians. District-wide, school-level and grade-level results shall be reported to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual pupils' scores or the relative position of any individual pupil.

- G. Within ten (10) working days of the last day of make-up testing in the District, the Superintendent or designee shall report the following information to the California Department of Education, for grades 3-8:
1. The number of pupils enrolled in the District on the first day of testing in the District;
 2. The number of pupils in the District to whom an achievement test was administered;
 3. The number of special education pupils in the District who were exempted from the test based on an explicit provision in their individualized education program;
 4. The number of pupils in the District who were exempted from the test at the request of their parents/guardians;
 5. The number of tests administered with pre-identified answer documents, if applicable;
- H. Within ten (10) working days of the last day of make-up testing in the District, the Superintendent or designee shall report the following information relative to the designated primary language test to the California Department of Education, for grades 2-8:
1. The number of pupils who are limited English proficient;
 2. The number of limited English proficient pupils who were administered each designated primary language test;
 3. The number of pupils who were administered each designated primary language test pursuant to Education Code 60640(g);
 4. The total number of limited English proficient pupils exempted from the test;
 5. The total number of limited English proficient pupils exempted pursuant to any provision in their individual education program which explicitly exempts them from standardized testing;
 6. If the District opted to have the publisher of a designated primary language test provide pre-identified answer sheets, the number of tests administered with these sheets.
- I. Prior to completing District testing, the Superintendent or designee shall provide the state and local sales and use tax rates to the publisher.

Legal Reference:

Education Code sections

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

51513 Personal beliefs (re questionnaires, etc.)

60600-60649 Assessment of academic achievement, especially:

60605 State content and performance standards; alignment of assessments with standards

60614 Personal beliefs

60640-60647 Standardized Testing and Reporting program

60800 Physical fitness testing

60810 Assessment of language development

Title 5, C.C.R. sections 850-870 (Standardized Testing and Reporting Program)

Reporting norm-referenced standardized achievement test scores to web sites CDE:

<http://www.cde.ca.gov>

Date Policy Adopted By the Board: January 13, 2005

Date Policy Revised By the Board: June 5, 2008, August 12, 2021

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6024: EVALUATION OF THE INSTRUCTIONAL PROGRAM

A. The Governing Board recognizes that it is accountable to the pupils, parents/guardians and community for conducting a continual evaluation of the curriculum and the instructional program. The Superintendent or designee shall review the effectiveness of District programs in meeting desired outcomes. He/she shall provide the Board and the community regular reports on pupil progress toward Board-established standards of expected achievement at each grade level in each area of study. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that District pupils receive.

B. Program Quality Reviews

The Superintendent or designee shall ensure that program quality reviews for District schools are conducted in accordance with law. (Education Code section 64001) To prepare for a program quality review, the Superintendent or designee shall establish procedures by which a thorough self-study shall be conducted. The goal of the self-study shall be to provide accurate information about the curriculum and instructional program and its effectiveness in meeting pupil needs and District goals for the instructional program. This information shall be analyzed in comparison to quality criteria formulated by the California Department of Education, and a self-study summary shall be prepared for use during the program quality review. Findings from the program quality review shall be consulted during Board evaluations of the instructional program and shall guide ongoing efforts to improve the quality of curriculum and instruction at each school.

C. Coordinated Compliance Reviews

The Superintendent or designee shall cooperate with the California Department of Education in the conduct of coordinated compliance reviews to ensure that all District categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall notify the Board of the results of these reviews.

D. Criteria For Evaluation Of Consolidated Programs

The Superintendent or designee shall conduct annual evaluations to determine whether supplemental services provided by consolidated programs are effective and supportive of the core curriculum. As a basis for this evaluation, the Superintendent or designee shall recommend specific, measurable criteria which shall be used at each school and at the District level to evaluate pupil achievement and the effectiveness of each consolidated program. The Superintendent or designee shall submit these criteria for consideration by the Board. If desired, each school may establish additional evaluation criteria beyond these District wide criteria. Evaluations conducted for each school shall be presented annually to the Board.

Legal Reference:

Education Code sections

- 33400-33407 Educational evaluations (by CDE)
- 44662 Evaluation and assessment guidelines
- 51041 Education program, evaluation and revisions
- 51226 Model curriculum standards
- 51513 Personal beliefs
- 54650-54659 Education Improvement Incentive Program
- 62005.5 Failure to comply with purposes of funds
- 64000-64001 Consolidated Application Process

Title 5, C.C.R. sections:

- 3930-3937 Program requirements
- 3942 Continuity of funding

Date Policy Adopted By The Board: January 13, 2005

Date Policy Revised By The Board: June 5, 2008, August 12, 2021

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6025: CLASS SIZE POLICY

- A. The district affirms its goal of maintaining small (20:1) class sizes Kindergarten through grade eight dependent upon adequate State funding, adequate local funding, adequate continuing contributions from the Rancho Santa Fe Education Foundation, and adequate facilities.

When there is adequate State funding, adequate local funding, adequate continuing contributions from the Rancho Santa Fe Education Foundation, and adequate facilities, the adopted Annual Budget for the District shall reflect a District-wide average class size of 20:1 in core curriculum areas. This ratio is determined by the total number of pupils in attendance divided by the total number of Full-Time Equivalent teachers assigned to core curriculum.

- B. The Superintendent is responsible for determining the size of each individual class. An individual class may exceed 20:1 within the discretion of the Superintendent when there is inadequate funding, there are inadequate facilities, or when it is more economically or educationally appropriate to allow an individual class to exceed 20:1.

Date Policy Adopted By The Board: August 9, 2007

Date Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

**Board Policy No. 6026: NO TRANSFER OF PROPERTY WITHIN THE DISTRICT
TO ANOTHER DISTRICT**

- A. It is the policy of the Board that it will not seek to transfer property within the District to any other school district in order to alleviate overcrowding, or as a response to any proposed bond measure that may or may not be approved by the voters.
- B. It is the policy of the Board to oppose any effort by others to transfer property, other than their own property, from within the District to any other school district.

Date Policy Adopted By The Board: November 15, 2007

Date Policy Revised By The Board: June 5, 2008

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6027: ELECTRONIC SIGNALING DEVICES

A. The Governing Board recognizes the negative effects and disruptive impact that electronic signaling devices have on the educational environment of pupils. The Board therefore strongly discourages pupils from bringing electronic signaling devices to school. In an effort to address these harms and support pupil learning and well-being, it is the policy of the Board that there shall be a school-wide ban on the use of electronic signaling devices. Pupils may not use electronic signaling devices at any time during the school day.

A pupil must turn off and put away any electronic signaling device in the pupil's possession during the school day.

B. Limited Exceptions: A pupil may possess or use an electronic signaling device only in the following circumstances:

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

C. For purposes of this policy, the term "electronic signaling device" is any device that operates through the transmission or receipt of radio waves, including, but not limited to, smartphones, cellular phones, smart watches, pagers, two-way radios, and any other device that has the ability to transmit electronic messages of any kind.

D. A pupil who violates this policy may have the electronic signaling device confiscated, and/or may be disciplined.

E. The District assumes no liability whatsoever for any loss or damage to any electronic signaling device that is confiscated pursuant to this policy.

F. This policy does not impact the ability of pupils to possess any District-issued electronic signaling device.

G. This policy shall be reviewed by the Board at least every five (5) years.

Legal Reference:

Education Code sections 48901.5, 48901.7

Date Policy Adopted By The Board: December 13, 2007

Date Policy Revised By The Board: June 5, 2008; July 9, 2020, August 12, 2021, December 13, 2024

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6028: CONTINUED ENROLLMENT OF CHILDREN WHOSE PARENTS ARE TEMPORARILY NOT RESIDING IN THE DISTRICT

- A. The Superintendent may continue to allow enrollment of a child(ren) whose parent or legal guardian is a resident of the District during the period when the parent or legal guardian will be temporarily residing outside of the District due to renovation or construction work, including the construction of a new home, that requires the parent or legal guardian to leave the resident in the District. The superintendent's determination to approve or not approve the continuing enrollment of a child under this Board Policy is within her/his discretion as long as the rules in this Board Policy are fully complied with.
- B. The Superintendent may continue to allow enrollment of a child(ren) whose parent or legal guardian is a resident of the District during the period when the parent or legal guardian will be temporarily residing outside of the District only if all of the following rules are fully complied with.
1. The parent or legal guardian has resided in the District for not less than two (2) continuous years prior to the time when the temporary absence will commence.
 2. The parent or legal guardian must file a written request with the Superintendent prior to any temporary absence. The written request shall contain details of the planned renovation or construction work, reason(s) why the parent or legal guardian must temporarily reside outside of the District during such work, the anticipated length of time of such work, and the promise that once the work is completed the parent or legal guardian will promptly reside again in the District.
 3. The parent or legal guardian will cooperate with the Superintendent with regard to any inquiry the Superintendent may make regarding the written request or regarding relevant information if the request is granted.
 4. The District will not be responsible for the transportation to and from school for any child who is granted continuing enrollment under this Board Policy.
 5. A permit for continuing enrollment is valid only for the school year for which it is approved, or for six (6) months, whichever period is longer. If the parent or legal guardian wishes to extend the temporary absence for a longer period, then the parent or legal guardian must file an additional written request(s) with the Superintendent. A permit for continuing enrollment may be revoked any time if the Superintendent determines that the parent or legal guardian provided inaccurate information in the written request, is not cooperating with any inquiry from the Superintendent, or is not planning on residing back in the District.

- C. A determination by the Superintendent to not approve a continuing enrollment of a child or to revoke an approval is within her/his discretion. Any appeal to the Board is limited, and it must be made in writing and received by the Superintendent within ten (10) days of the date of the Superintendent's determination. The appeal must contain the specific reason(s) for the appeal. The review by the Board is limited to an investigation of whether the determination by the Superintendent violated any rule in this Board Policy or whether the determination by the Superintendent is without merit.

- D. It is the long established policy and practice in the District that only residents of the District may enroll their children in the District. This Board Policy establishes a new, narrow exception to that long established policy and practice. The Board reserves the right to delete or amend this Board Policy whenever it reasonably believes that this new, narrow exception jeopardizes the long established policy and practice of denying all other requests for inter-district attendance requests from parents or legal guardians who are not residents of the District, and denying all petitions or requests for transfers of property into the District.

- E. Education Code section 35756.5 guarantees that any election regarding a proposed transfer of territory to a school district will include all voters within the school district only if the pupil attendance is 900 or less. The Board is aware that if the District grows to more than 900 pupils it will lose the protection of section 35756.5. This means that an election could be called and limited to those voters residing in the territory seeking to be added to the District, and excluding all those voters currently residing within the District. The Board reserves the right to delete or amend this Board Policy whenever it reasonably believes that the enrollment of children under this Board Policy jeopardizes the protection under section 35756.5.

Date Board Policy Adopted By The Board: February 21, 2008

Date Board Policy Revised By The Board: June 5, 2008; July 6, 2017

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6029: ELECTRONICALLY STORED INFORMATION

- A. The Governing Board recognizes that email and other electronically shared information present a critical communication platform for District employees. With hundreds of emails and other electronic communications generated daily, a record retention policy must be implemented to ensure appropriate functioning of the District's electronic system and to ensure high performance email support. The purpose of this record retention policy is to assist with reasonable business operations: to prevent system overload, to prevent loss of electronic data which could occur if the system crashed, to prevent sluggish operating systems, and to assist with routine maintenance and operations of the electronic data system. The purpose of this policy is also to maintain the security of confidential information that may exist in email and safeguard against its disclosure.
- B. As part of the routine, good-faith business operations of the District's electronic information system, to ensure that District computers function efficiently, and to protect against the disclosure of confidential information, electronic email shall be retained for the following periods of time.
1. Inbox Folders: read or unread messages will be deleted one (1) year after the date received.
 2. Sent Items Folders: messages will be deleted one (1) year after the date sent.
 3. User Defined Folders: read or unread messages will be deleted one (1) year from the date sent.
- C. The Superintendent shall consult with District legal counsel, site administrators, the Director of Technology, personnel department staff, and others as necessary to ensure that electronically stored information, including email, is retained by the District as required under the law. Any email that is considered a record that is required to be retained by the District shall be saved in an alternative format prior to the deletion periods described in this policy.
- D. All District employees shall be provided training upon initial hire and thereafter at least every two years regarding the retention requirements for electronically stored information, including email. This training shall include information that the District's email platform is not an appropriate or secure medium for the storage of any record that is required to be retained under the law. Employees shall be advised that in order to avoid emails from being deleted as described in this policy, employees must create a backup. This training shall also notify employees that their District issued email accounts are owned by the District, subject to monitoring by the District, potentially subject to requests under the California Public Records Act, and therefore are not private.

- E. The District understands that electronically stored information, such as email, is subject to discovery in litigation and requests under the California Public Records Act. Upon becoming aware of a potential lawsuit, the District will immediately implement a Litigation Hold as required under the law and suspend this record retention policy for all email and other electronic communications. Upon receiving a request under the California Public Records Act, the District will take immediate steps to retain any responsive public records so they are not deleted as described in this policy.

Legal Reference:

Federal Rules of Civil Procedure, sections 6(b) (Timing of search for electronically stored data), 26(a)(1) (Description of electronically stored data), 26(b)(2)(B) (Description, category and location of data must be disclosed), 37(e) (Failure to provide electronically stored data)

Date Policy Adopted By The Board: June 5, 2008

Date Revised By The Board: March 10, 2016, August 12, 2021, January 27, 2023, August 3, 2023

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6030: REMARKS TO PUPILS FROM ELECTED OFFICIALS

- A. The Governing Board delegates to the Superintendent the authority to determine if and under what circumstances any elected official may address pupils during instructional times or when pupils are required to be in attendance at school. The Superintendent shall not delegate the authority to any other employee.

- B. Whenever the President of the United States, or the Governor of California, or any other elected official wishes to address pupils while they are at school, the Superintendent shall give great deference to such request, but shall grant such request only after carefully considering the contents of the remarks to be made (age appropriateness and relationship to education, etc.), amount of time for such remarks, any possible disruption to scheduled instructional activities, best interests of pupils, and input from parents if possible. The Superintendent shall not deny the request simply due to the political affiliation of the elected official or any objections from parents based solely on the political affiliation of the elected official.

- C. Pupils in instructional times at school or while they are required to be in attendance at school are "captive audiences." The Superintendent may choose alternate methods to allow pupils the opportunity to listen to elected officials. During the instructional day, the schools are not open forums or limited open forums, but are closed forums under the direct control of the Superintendent.

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6031: PUPIL HONESTY

- A. The District requires all of its pupils to demonstrate honesty (1) by not **cheating** in any District-sponsored educational activity or other activity related to school attendance, (2) by not **lying** to employees of the District in any District-sponsored educational activity or other activity related to school attendance, and (3) by not **stealing** anything of value from the District or anyone else in any District-sponsored educational activity or other activity related to school attendance.
- B. This Policy prohibits pupils from **cheating** in any District-sponsored educational activity or other activity related to school attendance. Cheating occurs whenever a pupil fraudulently acts out of self-interest or assists another to do so with the intent to gain or give an unfair advantage. Cheating includes, but is not limited to, using someone else's unauthorized assistance in taking any test (or any other classroom assignment), using unauthorized notes in taking any test (or other classroom assignment), allowing someone else to work on or complete assigned homework, allowing another pupil to copy one's test answer or assignment, plagiarism (presenting someone else's ideas, words, data, or work as one's own, misrepresentation (failing to document the assistance of another in the preparation, revision, or proofreading of an assignment), or using unauthorized notes in any educational activity. Cheating also includes any violation of any rule in a District sponsored sport or physical education activity, or any refusal or failure to follow a directive from a District employee in a District-sponsored sport or physical education activity.
- C. This Policy prohibits pupils from **lying** to employees of the District in any District sponsored educational activity or other activity related to school attendance. Lying occurs whenever a pupil fabricates or knowingly provides false information to any employee of the District. Lying includes, but is not limited to, forgery of parent or legal guardian signature on a District form, forgery of a message or note from a parent or legal guardian, including any e-mail message, knowingly providing false information on any other District form, or knowingly providing false information to a District employee conducting an investigation.
- D. This Policy prohibits pupils from **stealing** anything of value from the District or anyone else in any District-sponsored educational activity or other activity related to school attendance. Stealing occurs whenever a pupil wrongfully takes, or withholds by any means from the possession of the District or other owner any money, personal property, article, or service of value of any kind, with the intent to permanently deprive or defraud the District or other owner of the use and benefit of the property, or to appropriate it to either the pupil's own use or the use of any other person other than the District or other owner. Stealing includes, but is not limited to, theft or unauthorized destruction or alteration of District property such as textbooks, other instructional materials, District owned iPads, District-owned computers, or any other District-owned equipment. Stealing also includes the theft or unauthorized destruction or alteration of personal property

owned by a District employee or another pupil, or the parent or legal guardian or any other family member of another pupil.

- E. A pupil may be disciplined for any violation of this Policy, except that no pupil may be expelled for a first and/or a minor violation of this Policy.
- F. Any disciplinary action for a violation of this Policy will be appropriate under all of the circumstances, and shall be finalized only after the parent or legal guardian has been given a reasonable opportunity to meet with the Superintendent or designee on the matter. The Superintendent's decision on any disciplinary action shall be final. In addition, in accordance with Education Code section 49066, a pupil may receive a reduced grade or a failing grade by a teacher for any act of cheating in the teacher's classroom. Before a reduced grade or a failing grade is given by the teacher, the parent or legal guardian will be given a reasonable opportunity to meet with the teacher on the matter. A determination of any disciplinary action by the Superintendent shall be made within the discretion of the Superintendent. Any appeal to the Board shall be limited, and it must be made in writing and received in the Superintendent's Office within ten (10) days of the date of the Superintendent's determination. The appeal must contain the specific reason(s) for the appeal. The review by the Board is limited to an investigation of whether the determination by the Superintendent violated this Board Policy or any other Board Policy, or whether the determination by the Superintendent is without merit. Only the Board may order a pupil expelled.

Any appeal of a reduced or a failing grade shall be consistent with Education Code section 49066. Any appeal shall be directly to the Superintendent, and it must be made in writing and received in the Superintendent's Office within ten (10) days of the date of the determination by the teacher of the reduced or failing grade. The appeal must contain the specific reason(s) for the appeal.

Legal reference:

Education Code sections 35160,35160.1,35161.35181,35291,48900,
48908,49066,49067

Date Adopted By The Governing Board: February 7, 2013

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6032: PROHIBITION ON PUPIL FEES

- A. Section 5 of Article IX of the California Constitution requires educational activities in the District to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers.

In 2012 the California Legislature enacted Education Code sections 49010-49013 to implement Section 5 of Article IX of the California Constitution.

- B. In accordance with Education Code section 49011, a pupil in the District shall not be required to pay a pupil fee for participation in an education activity. The term "educational activity" means an activity offered by the District that constitutes an integral fundamental part of education, including, but not limited to, curricular and extracurricular activities. The term "pupil fee" means any fee deposit, or other charge imposed in violation of Section 5 of Article IX of the California Constitution and/or Education Code sections 49010-49013.
- C. In accordance with Education Code section 49011, all supplies, materials, and equipment needed to participate in education activities shall be provided to pupils free of charge.
- D. Neither Education Code sections 49010-49013 nor this Board Policy shall be interpreted to prohibit solicitation of voluntary donations or funds or property, voluntary participation in fund raising activities, or the District from providing prizes or other recognition for voluntarily participating in fund raising activities.
- E. A Complaint of noncompliance with this Board Policy may be filed directly with the Superintendent or designee, or it may be filed with the Principal under the Uniform Complaint Procedure in Board Policy 6006 in accordance with Education Code section 49013.

Legal reference:

Education Code sections 35186, 49010-49013

Date Adopted By The Governing Board: August 22, 2013

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6033: NO PARTICIPATION BY CHILDREN IN PROGRAMS OF THE DISTRICT WHO ARE NOT REGULARLY ENROLLED AS PUPILS IN THE DISTRICT

- A. No employee of the District shall allow a child to participate in an educational or extra-curricular program or activity conducted by the District unless the child is regularly enrolled as a pupil in the District.
- B. The Superintendent may allow a child to participate in an educational or extra-curricular program or activity even though the child is not regularly enrolled as a pupil in the District only if there is prior approval by the Governing Board.

Date Policy Adopted By The Board: September 11, 2015

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6034: EDUCATION FOR HOMELESS STUDENTS

- A. The Governing Board recognizes its obligation to ensure that homeless children have equal access to the same free and appropriate public education, as is provided to other children within the District. The District shall provide homeless school age children with access to education and other services to assist these children to meet the same challenging State academic performance standards to which all District students are held. The purpose of this policy is to comply with the McKinney-Vento Homeless Assistance Act (42 USC 11431, et seq.).
- B. Definitions:
1. The terms “enroll” and “enrollment” include attending classes and participating fully in school activities.
 2. The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:
 - a. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - b. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. migratory children who qualify as homeless because the children are living in circumstances described in (a) through (c), above.
 3. “School of origin” means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the District Liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin.

4. The term “unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.

C. District Liaison: The District designates the Middle School Principal as District Liaison for homeless students. The District shall post on its website the name and contact information for the District Liaison, and specific information on homelessness, including, but not limited to, information regarding rights and resources available to persons experiencing homelessness. The District Liaison shall:

1. Ensure homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
2. Ensure homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, District schools;
3. Ensure homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs and early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.);
4. Inform parents or guardians of homeless children and youths regarding educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
5. Disseminate notice of the educational rights of homeless children and youths in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
6. Mediate enrollment disputes in accordance with the law and as addressed below;
7. Fully inform the parent or guardian of a homeless child or youth, and any unaccompanied youth, regarding all transportation services, including transportation to the school of origin, and assist parent/guardian in accessing transportation to the school of choice;
8. Ensure school personnel providing services to homeless children and youths receive professional development and other support;
9. Ensure unaccompanied youths are enrolled in school with the opportunity to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under section 1087vv of title 20 and

that the youths may obtain assistance from the district liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid; and

10. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Such coordination shall include collecting and providing data to the state coordinator as required by law.
11. Offer training to certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to both of the following:
 - a. The requirements and programs established by this policy; and
 - b. Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

This training may, in the discretion of the District liaison, be provided to all District employees.

12. Inform employees providing services to pupils experiencing homelessness of the availability of training and the services the liaison provides to aid in the identification and provision of services to pupils who are experiencing, or are at risk of experiencing, homelessness.

D. Privacy: Information regarding a homeless child's or youth's living situation shall be treated as a student education record and shall not be deemed to be directory information.

E. Enrollment and Placement of Homeless Children:

1. The District shall make enrollment and placement decisions based on the best interest of the homeless student.
2. 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. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students.
3. The Superintendent or designee shall continue to identify and remove barriers to the identification of homeless children and youths, as well as the enrollment and retention of homeless children and youths including due to outstanding fees or absences.

F. Enrollment Disputes:

1. If a dispute arises regarding the District's decision related to student eligibility or enrollment:
 - a. the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
 - b. the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the District, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;
 - c. the parent, guardian, or unaccompanied youth shall be referred to the district liaison designated, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
 - d. in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.
2. If the parent/guardian disputes the enrollment decision, the parent/guardian shall submit a brief written statement appealing the decision within five (5) working days of the issuance of the written explanation. The District Liaison will review all materials and information submitted, may meet with the parent/guardian and/or student as needed, and then issue a written decision regarding the dispute within ten working days consistent with the written explanation criteria above. If the dispute is unresolved at the district liaison level, the dispute can be appealed to the Superintendent within five (5) working days of the issuance of the District Liaison decision. If the dispute remains unresolved following the District decision or is appealed, the District Liaison shall forward all written documentation and related paperwork to the homeless liaison at the San Diego County Office of Education (SDCOE) who shall review these materials and notify the parent/guardian and the District of the decision. If the dispute remains unresolved at that stage, the SDCOE liaison shall forward the materials to the State Homeless Coordinator.

G. Transportation:

1. The District shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided.
2. If the student moves outside of District boundaries, but continues to attend his/her school of origin within this District, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

H. Identification of Homeless Children and Youths and Unaccompanied Youths

1. The District shall ensure that each school within the District identifies all homeless children and youths and unaccompanied youths enrolled at the school.
2. The District shall annually administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths, as those terms are defined in Title 42 USC Section 11434a(2). The District shall ensure that the housing questionnaire is based on best practices developed by the California Department of Education pursuant to Education Code Section 48852.5(f)(1)(A). The housing questionnaire shall include an explanation of the rights and protections a pupil has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form.
3. The District shall provide the housing questionnaire to all parents or guardians of pupils and to all unaccompanied youths of the District.
4. If the primary language of a pupil's parent or guardian or an unaccompanied youth is not English, the housing questionnaire shall be made available in the primary language of the unaccompanied youth or pupil's parent or guardian pursuant to Education Code Section 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a pupil's parent or guardian or an unaccompanied youth.
5. The District shall annually report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled in the District.

I. The Governing Board shall review this policy at least once every three years.

Legal Reference:

Education Code §§ 48850-48859

42 USC §§ 11431-11435 [McKinney-Vento Homeless Assistance Act]

42 USC § 11302

Date Policy Adopted By The Board: September 7, 2017

Date Policy Revised By The Board: October 14, 2022. August 3, 2023

Date Policy Reviewed By The Board: August 3, 2023

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6035: PATRIOTIC EXERCISES

A. Patriotic Exercises

The Governing Board affirms its commitment to the requirement set forth in Education Code section 52720 that during each day of the school year there shall be conducted appropriate patriotic exercises. In order to ensure compliance with this important requirement, the Board has determined that the Pledge of Allegiance to the Flag of the United States of America shall be delivered to all pupils at the beginning of each school day and that the following procedures shall apply:

1. All pupils shall be requested to remove any non-religious headdress, including hats;
2. All pupils shall be requested to stand at attention facing the flag with the right hand over heart; and
3. Individuals may choose not to participate in the Pledge of Allegiance for personal reasons.

B. Promoting the Importance of Pledge of Allegiance Through Instruction

Consistent with Education Code section 52730, the Board encourages teachers to provide the opportunity for additional patriotic activities as appropriate, including providing instruction that promotes understanding the concepts of “pledge,” “allegiance,” “republic,” and “indivisible,” and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States.

The Superintendent shall ensure that patriotic instruction at the District includes the following:

1. An educational program in observance of Constitution Day, September 11 National Day of Service and Remembrance (September 11), and Citizenship Day (September 17). When September 11 or 17 falls on a Saturday, Sunday, or holiday, the Superintendent shall select a date for the observance during the week preceding or following September 11 or 17;
2. Appropriate educational programs that recognize and honor the observance of Veterans Day and Memorial Day, which shall occur on dates determined by the Superintendent; and
3. Other instruction that promotes and facilitates the understanding of patriotism in pupils as set forth in Education Code section 52730.

These celebrations listed above shall include all grade levels.

C. Display of Flag

The flag of the United States and the flag of the State of California shall be displayed during school days at the entrance of the District. At all times, the flag of the United States shall be placed in the position of first honor.

The flag of the United States shall fly at half-staff on the following occasions:

1. For 30 days from the death of the President or a former President;
2. For 10 days from the death of the Vice President, the Chief Justice of the United States, or a retired Chief Justice, or the Speaker of the House of Representatives;
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of the State of California;
4. On the day of death and the following day for a Member of Congress;
5. On Memorial Day, until noon only;
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty; and
8. On other occasions by order of the President and in accordance with presidential instructions or orders.

Legal Reference: Education Code sections 52720 and 52730
Government Code sections 431 and 436
4 USC 6 and 4 USC 7

Date Policy adopted by the Board: December 9, 2022

RANCHO SANTA FE SCHOOL DISTRICT

Board Policy No. 6036: **EDUCATION FOR FOSTER YOUTH**

- A. In compliance with Education Code section 48850, et. seq, the purpose of this policy is to ensure that pupils in foster care within the District are provided a stable school placement, placed in the least restrictive educational programs, and have access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils.
- B. For purposes of this policy, “Foster Student” and “Foster Youth” mean the definitions set forth in Education Code sections 48853.5 and 42238.01.
- C. The Board recognizes that foster youth have educational rights set forth in the law, including but not limited to the right to attend and remain in their school of origin and their right to immediate enrollment, as defined by law. (Education Code 48853, 48853.5). “School of origin” is defined in Education Code section 48853.5(g) and can include the school the foster youth attended when he/she first entered foster case; the school the foster youth most recently attended; and/or any school the foster youth attended in the last 15 months that he/she feels connected.
- D. Foster Youth Liaison
 - a. The Board designates the Superintendent to serve as the District liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth. To ensure adequate time and resources are available to meet the needs of foster youth in the District, the Superintendent may delegate these duties to other administrators as needed.
 - b. The Superintendent shall ensure that placement decisions for foster youth are based on best interests of the students as defined by law and this policy and shall assist foster youth when transferring to another school district, ensuring proper transfer of credits, records, and grades. (Education Code section 48850, 48853; 20 USC 6311).
 - c. Determination of a foster youth’s school of origin shall comply with all applicable law, including Education Code section 48853.5.
 - d. Within two school days of a foster youth’s request for enrollment, the Superintendent shall contact the school last attended by the foster youth to obtain all academic and other records. When a foster youth is transferring to a new school or district, the Superintendent shall provide the student’s records to the new school within two business days of receiving the school’s request.

- e. When required by law, the Superintendent shall notify the foster youth's educational rights holder, attorney, and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1).
- f. The Superintendent shall make appropriate referrals, as needed, to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- g. The Superintendent shall ensure that students in foster care receive appropriate school-based services, as needed, such as counseling and health services, supplemental instruction, and after-school services.
- h. The Superintendent shall collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies as needed to help coordinate services for the District's foster youth within the District.
- i. The Superintendent shall develop protocols for creating awareness for District staff, including principals and other employees whose duties involve the enrollment of pupils, of the requirements of this policy and for the proper enrollment, placement, and transfer of foster youth.
- j. The Superintendent shall monitor the educational progress of foster youth and provide reports to the Governing Board based on indicators identified in the District's local control and accountability plan.
- k. The Superintendent shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable foster youth to remain in their school of origin, for the duration of their time in foster care, when it is in their best interest to do so. Such transportation costs may be paid by either the child welfare agency or the District or shared by both.

E. Grades and Transfers of Coursework

- a. If a foster youth is absent from school due to a decision to change the placement of a student made by a court or placing agency, the grades and credits of the student will be calculated as of the date the student left school and no lowering of grades will occur as a result of the absence of the student under these circumstances. (Education Code section 49069.5).
- b. When a foster youth transfers into the District, the District must accept, full or partial credit for all full or partial coursework satisfactorily completed by a pupil

in foster care while attending a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school in accordance with Education Code section 51225.2.

- c. When a foster youth transfers outside the District, partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the District's notification of the student's transfer, as required under Education Code 49069.5.

- F. A foster youth whose residence changes to the District pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

- G. Any complaint alleging that the District has not complied with requirements regarding the education of foster youth may be filed in accordance with the District's procedures in Board Policy 6006 - Uniform Complaint Procedures.

Legal Reference:

EDUCATION CODE

42920-42925 Foster children educational services

48850-48859 Educational placement of students residing in licensed children's institutions.

48915.5, 48918.1 Suspension and expulsion; students with disabilities, including foster youth

49069.5 Foster care students, transfer of records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

726 Educational Rights Holder

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 42 670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

Date Policy Adopted By The Board: August 3, 2023