



Antelope High School



STUDENT HANDBOOK

7801 Titan Drive Antelope, CA 95843

Telephone: (916) 726-1400 FAX: (916) 726-0700 Web Site: antelope.rjuhsd.us

School Colors: Scarlet and Gray

School Mascot: Titans

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Roseville Joint Union High School Nondiscrimination Statement

The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on a person’s actual or perceived race, color, ancestry, nationality , immigration status, ethnicity, ethnic group identification, age, religion, marital status, parental status, pregnancy, reproductive health decision-making, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, medical information, genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The RJUHSD nondiscrimination policy applies to any violations as they relate to school activities or school attendance within a school under the jurisdiction of the local education agency, and all acts of the governing board or body of the local education agency, the superintendent of the RJUHSD, and the county superintendent of schools in enacting policies and procedures that govern the local education agency. For questions or complaints, contact **Equity Compliance Officer & Title IX Coordinator**: Rob Hasty, Executive Director, Human Resources, 1750

Cirby Way Roseville, CA 95661, 916-782-8663, rhasty@rjuhsd.us. For questions or inquiries related to 504’s, please reach out to our **Section 504 Coordinator**: Craig Garabedian, Executive Director of Special Services, 1750 Cirby Way, Roseville, CA. 95661, 916-771-6570 cgarabedian@rjuhsd.us

School Vision, Mission, and Core Values

Vision: “Antelope High School will challenge every student to attain college and career readiness through a rigorous and relevant curriculum that is supported by positive relationships”

Mission: “Increase the academic achievement of every student”



Collective COMMITMENTS

At Antelope High School, our collective commitments are the shared promises we make to help us achieve our common goals and support the success of every student.

CORE VALUES

Students are the center of every decision and action we make. Every student deserves our best.
We recognize and celebrate all of the uniqueness and diversity of the people on this campus.
We work together to serve students, our community, and each other.
We work hard, and we celebrate our successes. We have FUN.

CULTURE	
We foster a culture of school pride and community.	<ul style="list-style-type: none"> • Share and discuss the Daily Bulletin to keep students informed about school activities. • Actively participate in and promote spirit weeks and themed events. • Attend games, performances, and campus events to support students. • Encourage students to explore classes and attend events hosted by other campus programs, such as science, art exhibits, or drama productions. • Facilitate student participation in clubs and invite guest speakers as a way to share additional opportunities.
We are intentional and authentic in building meaningful relationships with our students.	<ul style="list-style-type: none"> • Greet students daily, using their names and pronouns. • Engage in conversations about students' hobbies, interests, and future plans. • Remember personal details about each student. • Share appropriate personal stories to build trust and connection. • Acknowledge and respond to student responses to foster engagement and adjust instructional practice when appropriate to meet students where they are.
We acknowledge and celebrate students and staff who exemplify positive behaviors and contributions.	<ul style="list-style-type: none"> • Establish and use classroom and schoolwide celebrations to recognize achievements. • Award students with Titan Points or other incentives paired with verbal encouragement. • Share positive updates with students' families in creative, celebratory ways. • Recognize and reward staff with Titan Pride awards or similar acknowledgments. • Celebrate milestones or achievements with fun incentives like honor roll cards or special rewards.
We work collaboratively and purposefully to support students, families, and staff.	<ul style="list-style-type: none"> • Seek student feedback through surveys to improve classroom and athletic experiences. • Share teaching materials and resources with colleagues to enhance instruction and participate in PLT work to align goals, analyze data, and develop strategies for student growth. • Engage in collaborative discussions about individual student needs with the teaching team. • Host community nights to support, engage, and inform families. • Foster stronger connections and effective problem-solving by prioritizing in-person communication whenever possible.

INSTRUCTION	
We foster a partnership with families, students, and colleagues to support student success.	<ul style="list-style-type: none"> • Provide frequent and timely communication with families about learning and student progress, using translation services when needed. • Offer accessible tools such as Canvas tutorials and Aeries updates to help parents monitor progress and engage with teachers. • Create opportunities for families to get involved, such as community forums, festivals, and booster activities. • Host events like Coffee & Chat for EL families or Spring open house events to encourage family engagement. • Collaborate with colleagues through PLT training and shared strategies to enhance instructional and collegial support.
We regularly check for student understanding through diverse methods during lessons and larger units to inform and guide our instruction.	<ul style="list-style-type: none"> • Use informal checks during instruction (e.g., asking questions, monitoring student responses) to gauge understanding. • Implement formative assessments like quizzes or games (e.g., Kahoot, Gimkit) to identify areas for reteaching. • Make real-time adjustments to instruction if students are not meeting learning expectations (e.g., adjusting pace or providing additional explanations). • Incorporate whiteboard checks, especially during BTC, for students to quickly demonstrate understanding. • Use differentiated assessments (nonverbal, verbal, etc.) to engage all ability levels and encourage active participation.
We foster a growth mindset in our students and build student autonomy.	<ul style="list-style-type: none"> • Provide multiple opportunities for learning, including revisions and "re-opportunities" where students can demonstrate improvement. • Encourage student reflection and metacognition through activities like growth journals, trackers, etc. to document progress. • Use growth mindset language in class (e.g., praising effort, emphasizing persistence) and provide specific examples of students' progress. • Offer a variety of ways to teach content (e.g., through UDL methods, hands-on projects, peer mentoring programs) to meet diverse learning styles. • Set clear goals for students and create opportunities for students to set personal learning targets, celebrating both successes and learning from failures.
We collaborate within Professional Learning Teams to establish and maintain consistent grading policies and instructional practices that prioritize student learning and equitable outcomes.	<ul style="list-style-type: none"> • Establish consistent grading categories and weights across subjects (e.g., formative and summative assessments). • Develop a clear retake and late work policy to encourage mastery and provide opportunities for improvement. • Norm grading practices and rubrics across departments to ensure consistency and support students. • Create a process for timely feedback that helps students track progress and improve skills over time. • Address policies on cheating and the use of AI to maintain fairness in grading practices, with the additional goal of teaching students to be responsible learners.
We provide frequent opportunities for student-centered and collaborative learning in the classroom.	<ul style="list-style-type: none"> • Prioritize student voice by allowing students to share what they've learned and give them choices in how they engage with content. • Implement collaborative activities like peer critiques, group roles, and jigsaw exercises to encourage active participation. • Foster trust and collaboration through collective agreements, group seating, and modeling effective teamwork. • Use interactive activities such as gallery walks and share-outs to encourage students to showcase their work and learn from peers. • Apply collaborative learning opportunities not just in tasks but also in reflective activities to deepen understanding.

Titan Pride

Respectful. Responsible. Proud.

We believe that to be a Titan means that each student and staff member models respect, responsibility, and pride. Remember that you are a Titan, whether you are at another school event or at one of our school events.

Respectful:

- Keep the campus clean. Treat our campus as our home, where we throw our trash in the garbage cans, and keep furniture and buildings clean and in good repair. We keep our classrooms clean because this is our home.
- Use appropriate language. Titans recognize that the power of words should be used to build others up, not tear them down.

Responsible:

- Own up to your actions. We all make mistakes; we are human and we are bound to. Titans with integrity recognize this and own up to their actions.
- Arrive on time for classes. Being punctual and on time is part of growing up. Titans make sure to get to class on time.
- Study, study, and study more. Don't wait until the last minute to study. Join a study group; attend intervention, attend ALL (Antelope Learning Lab).
- Follow emergency protocols. Make sure to follow staff member directions explicitly. Anxiety is normal in emergency situations, but you must trust your staff members and administration in these circumstances.

Proud:

- Represent Antelope High School. You are an ambassador for our school. When people see you wear Antelope gear or you let them know you are a Titan, make sure your behavior matches your actions. Represent us with Titan Pride!!
- Get involved and be engaged. Join and support clubs, sports, and activities on campus.
- Let your voice be heard! We are proud of our diversity and we want to embrace all of our identities.

Directory

All extensions may be reached by dialing 726-1400 and then entering the extension. Phone calls placed to teachers during regular school hours will go directly to teachers' voicemail boxes. Please check the AnHS website for an updated list of teacher phone extensions.

To email a member of the Antelope High School staff, use the following format: First name initial plus last name@rjuhsd.us (e.g. lcutts@rjuhsd.us).

Antelope High School Administration

Student Last Name	Administrator	Email	Phone extension
	Lindsey Cutts	lcutts@rjuhsd.us	6070
A- H	Steven Jones	stjones@rjuhsd.us	6060
I-P	Amy Whitten	awhitten@rjuhsd.us	6060
Attendance (All)	Lisa Stanley	lstanley@rjuhsd.us	6060
Q-Z	Lucas Orozco	lorozco@rjuhsd.us	6060

Antelope High School Counselors

Student Last Name	Counselor	Email	Phone extension
A-Da	Sandeep Pannu	spannu@rjuhsd.us	6022
De-J	Leticia Gallardo	lgallardo@rjuhsd.us	6021
K-Ng	Maggie Reed	mreed@rjuhsd.us	
Ni-She	Erica Joseph-Bradley	ejoseph@rjuhsd.us	6024
Shi-Z	Brian Hewitt	bhewitt@rjuhsd.us	6025

Antelope High School Clerical Staff

Clerical Role	Staff Member	Email	Phone extension
Student Services	Hannah DeSilva	hdesilva@rjuhsd.us	6011
Principal's Secretary	Desirre DeLorge (Ms. Des)	ddelorge@rjuhsd.us	6070
College and Career Tech	Dina Miller	dimiller@rjuhsd.us	6040
Front Desk	Christina Platz	cplatz@rjuhsd.us	6009
Attendance	Candace Curtis	ccurtis@rjuhsd.us	6010
Counseling	Samantha Robarge	srobarge@rjuhsd.us	6001
Asst. Principal's Secretary / Athletics	Del Hardy (Ms. Del)	dhardy@rjuhsd.us	6060
Registrar	Amanda Scuka	ascuka@rjuhsd.us	6020

Important Calendar Dates for 2025-2026

Antelope High School is on a 4x4 Block schedule.

One Semester/Term = 16-week course.

One Quarter = 9 weeks (4 quarters in a school year). Students earn credits each quarter.

Mid-Term/Progress = 4.5 mid-semester progress grading period.

First Term

Aug. 7	First Day of School
Aug. 14	Back to School Night - Minimum Day
Sept. 1	Labor Day - Holiday
Sept. 5	Progress Reports
Oct. 9-10	Mid-Term Finals (Midterms Schedule Days)
Oct. 10	1 st Mid-Term Ends
Nov. 10	Progress Reports
Nov. 11	Veterans' Day - Holiday
Nov. 24-28	No School (Thanksgiving Break)
Dec. 18-19	1 st Term Finals
Dec. 19	End 1 st Term
Dec. 22-Jan. 6	No School (Winter Break Holiday)

Second Term

Jan 6	First Day of Term 2
Jan. TBA	Back to School Night - Minimum Day
Jan. 19	MLK Day – Holiday
Feb. 6	Progress Reports
Feb. 16-20	Presidents' Week - Holiday Break
March 12-13	Mid-Term Finals (Midterms Schedule Days)
March 13	2nd Mid-Term Ends
March 30-April 3	No School (Spring Break)
April 14-16	CAASPP testing (tentative)
April 24	Progress Reports
May 4-15	AP Testing
May 25	Memorial Day - Holiday
May 27-28	2 nd Term Finals ~ Minimum Days
May 28	Graduation
May 38	End 2nd Term

Graduation and College Admission Requirements

UC/CSU a-g area	Subject	District Graduation Requirements	UC/CSU Entrance Requirements
a	History/Social Science	3 years (10th: World Studies, 11th: US History, 12th: Gov/Econ) <i>30 credits total</i>	2 years (10th: World Studies, 11th: US History)
b	English	4 years <i>40 credits total</i>	4 years
c	Mathematics	2 years (at and above CCIM1) <i>20 credits total</i>	3 years (4 recommended) (Min. of CCIM 1, 2, 3)
d	Science	2 years (1 year Life and 1 year Physical) <i>20 credits total</i>	2 years (3 recommended)
e	World Language	1 year (or 1 year Visual/ Performing Arts) <i>10 credits (or VAPA)</i>	2 years (3 recommended) (of the same language)
f	Visual and Performing Arts	1 year (or 1 year World Language) <i>10 credits (or World Language)</i>	1 year
g	Electives	11 total electives (at least one CP level elective) <i>110 credits total</i>	1 year (from A-G certified course list)
	Physical Education	2 years (PE 9 and PE 10) <i>20 credits total</i>	
	Health	1 year <i>10 credits total</i>	
	Personal Finance Course	<i>260 credits needed for graduation, plus personal finance course and satisfactory citizenship and attendance</i>	*C Grade or better required to meet the minimum requirement for 4-year college admission

Regarding College Courses

College courses that a student needs to complete for graduation requirements pursuant to Board Policy 5121.1 will go on a student's transcript. **However, for any additional college classes to be placed on a transcript, a student must receive written approval from the site principal or designee before taking the course.** The school counselor/administrator will provide copies of Board Policy 5121.1 and Staff Rule 5121.1 to each student who requests an application for permission to take college courses. The counselor/administrator will also require the student to sign an acknowledgment of receipt of Board Policy 5121.1 and Staff Rule 5121.1 and keep this record on file.

Athletics

Purpose

We coach to develop young athletes into men and women of integrity, who will serve and lead others to make a positive impact in their communities.

Through athletics, our student-athletes will learn the skills needed to later become contributing members in a highly competitive society.

Sportsmanship

Sportsmanship is the “golden rule” of athletics. It means treating others as you wish to be treated. As student-athletes, we must develop the practice of playing fair, exercising self-discipline, showing respect for authority, and demonstrating the spirit of hard work and sacrifice. We must take loss or defeat without complaint and victory without gloating. We must always treat opponents with fairness, generosity, and courtesy. As student-athletes, we must seriously accept the responsibility and privilege of representing Antelope High School and our community.

Fan Behavior

We encourage all students as well as members of the community to support Antelope High School athletics by attending athletic events as fans. Good sportsmanship is expected from all AnHS fans. All fans, whether for Antelope or opposing schools, are expected to direct their excitement and support toward their team. Derogatory or unsportsmanlike behavior directed at the opponent or the referees/officials is inappropriate and does not reflect the high standards of Antelope High School. Fans are expected to treat guests from opposing schools and the referees/officials with respect and courtesy.

Antelope school administration has the authority to dismiss any fan from the game if warranted to maintain school safety and uphold sportsmanship. All fans who are requested to leave by an administrator must do so immediately. Fans who are removed from games are welcome to call the school during office hours to set up an appointment to speak with the administration regarding the incident. Fans who do not comply with school administrator directives may be subject to loss of privileges to attend athletic events.

Academic Eligibility

All students participating in extracurricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation. To be eligible for participation, a student must have earned a minimum 2.0 grade point average and **passed a minimum of three (3) classes** during the preceding grading period. Grades issued at the end of the grading period are final.

An athletic eligibility waiver (available for GPAs less than 2.0 with only one ‘F’) may only be used once during four years of high school.

Athletic Clearance

Athletic clearance is completed online. You will find the link to HomeCampus on the school website, under Athletics. A physical exam and parent signatures included in the packet must be completed and submitted before tryouts. If you are a transfer student after the first day of freshman year, please come to the office and see Ms. Martinez, athletic director.

Athletic Code of Conduct ([RJUHSD Athletic Handbook](#))

Student-athletes must comply with all rules and regulations as specified by the California Education Code, California Penal Code, and Roseville Joint Union High School District Board Policy and Administrative Regulations.

Any behavioral offenses resulting in a school suspension will result in at least a concurrent equal-length suspension from the team (for example – 3-day suspension, 3 days suspended from the team after returning from school suspension.) The length of suspension from athletics may be extended, up to removal from the team, depending on the severity of the misbehavior. This determination is within the sole discretion of the school administration.

Profanity, unsportsmanlike conduct, and disrespect to any person, opponent, official, or institution will not be tolerated. Student-athletes shall accept responsibility for their actions both on and off the field.

Any violation of this responsibility may result in suspension from play or dismissal from the team. Student-athletes charged by law enforcement for violation of the Penal Code may also be subject to sports participation penalties, depending on the nature of the conduct involved.

Titan Red Cards: Show your Titan pride with a Titan Red Card! This discount card offers free entrance to all home sporting events (except playoffs, tournaments, and foundation games) for families or individuals. Purchase your card in-person at the Student Services Window to receive a \$20 APB discount.

Antelope High School is part of the Metro League Conference. [Click here](#) for more information about the Metro League, including league schools and schedules.

Student Activities, Associated Student Body (ASB), and Clubs

Antelope High School offers an exciting, engaging activities program with an opportunity for involvement for ALL students!

Clubs on Campus

Clubs provide an opportunity to meet people who share a common interest, learn leadership skills, and serve Antelope High School and the community of Antelope. These clubs are approved and chartered by the Student Government. We encourage students to join and/or form new clubs. See the Activities Director – Ms. Bianco – for more information.

School Dances

Tickets for Antelope High School dances are all sold online through 5Star students (5starstudents.com/antelopetitans). A current ID card is required for entry to the dance. Dances are considered school events, and all school rules apply at a dance. Early graduates must have a guest bid to attend a dance during the 2nd semester of their senior year.

As representatives of Antelope High School, students attending AnHS or other school-sponsored dances are expected to demonstrate **Titan Pride** by being **Respectful, Responsible, and Proud**.

Behavior & Conduct

1. Dance Appropriately

For everyone's safety and comfort, the following behaviors are not allowed:

- Dancing that imitates sexual acts ("freak" dancing)
- Crowd surfing or lifting others
- Mosh pits or aggressive group movement
- Any unsafe, vulgar, or inappropriate dancing

2. Keep It Classy

Once you arrive, your outfit should stay on—other than shoes or jackets, clothing must not be removed.

3. Stay Substance-Free

The use or possession of drugs, alcohol, vapes, or other controlled substances is not allowed at any school event, including dances.

- Students under the influence or in possession will be suspended and excluded from future dances.
- This includes students who arrive having used substances beforehand.

Consequences

Students who violate these expectations may be **removed from the dance** and additional school consequences may apply.

Dance Guests

In some instances, guests may be admitted if accompanied by an Antelope High School student. A GUEST PASS (BID) can be obtained from Student Services for \$5.00 to bring a non-Antelope student to a dance. The GUEST PASS (BID) must be filled out and approved by the administration, at least one week before the date of the dance. The guest MUST provide an ID card with a photograph. Any Antelope student bringing a guest is responsible for that guest.

Student Services

ID Cards

ID cards will be issued to each student and must be carried at all times. ID cards are required to check out library materials and for participation in athletics and activities. If a student loses their ID card, one free replacement is available per student. Additional replacements are available for \$5.00.

ASB Cards

An ASB card may be purchased at the beginning of the school year and afterward from Student Services. The ASB card will be placed on the student's ID card. This will entitle the student to reduced admission prices to dances, specified student activities, discounted merchandise in the student store, and athletic events (This does not include playoff games).

Titan Red Cards: Show your Titan pride with a Titan Red Card! This discount card offers free entrance to all home sporting events (except playoffs, tournaments, and foundation games) for families or individuals. Purchase your card in-person at the Student Services Window to receive a \$20 APB discount.

Web-Store

The Web-Store is available by going to the AnHS website and clicking on the link under Student Resources. You may pay for class donations, PE clothes, ASB cards, and AP and PSAT tests (SAT and ACT test registration is paid directly to the testing organizations). You may view items that can be purchased at the Student Store on the Web-Store. These items may be purchased at the Student Store during regularly scheduled hours.

Attendance Procedures

Clearing an absence for students

Please call the attendance hotline (916) 726-1400 for any of the following reasons:

- Late arrival to school/early dismissal from school.
- Absences: call as soon as possible. All absences **must** be cleared within three days through a phone call or note.
- Notes should be written in ink and must include:
 - Date the note was written.
 - Date and time of the total absence.
 - Reason for the absence.
 - Signature of the parent or legal guardian.
 - Home or work phone number.

*****Forgery of a note or any other school document is grounds for discipline.*****

Types of Absences

- Excused: Illness, death in the immediate family, medical and dental care.
- Approved: For appearance in court, observance of the religious day, employment conference, and school and/or family business when pre-approved by a school administrator.
- Unexcused or Unapproved: Absence for work, family vacations, DMV, hunting, homework completion, personal business, etc.

After a total of nine (9) days and/or periods of absence for any reason, a note from a doctor is required in order to excuse any further absences due to illness.

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Permission to Leave Campus

Early Dismissal: For safety reasons, all comprehensive high schools in the Roseville Joint Union High School District are closed campuses. Therefore, specific rules, policies, and guidelines have been established to address students who must leave campus before the end of the regular school day.

Before a student leaves campus, the student must get an Early Dismissal Pass from the attendance office. Prior permission must be given by a parent, guardian, or person given such authority by the parent or guardian on the emergency card. A parent call after the student leaves campus does not excuse the closed campus infraction.

Failure to secure an Early Dismissal Pass before leaving campus could result in a closed campus violation and discipline.

Note: The parking lot is considered off-campus during the school day. Students MAY NOT go to the parking lot without permission from the administration.

Tardies - The number of tardies per period resets every 9 weeks – at the start of each quarter.

Students are responsible for being aware of a teacher's specific tardy policies and following those policies. Students showing a pattern of tardiness may be ineligible for TA class periods, off-campus periods, or work permits (if under 18 years old).

- 1st period only, all tardy students must check in at the attendance office before going to class. They will not be allowed into class without a proper pass.
- If a student reaches 10 total tardies, they will be referred to a meeting with Wellness or a Learning Support Specialist.
- If a student reaches 15 total tardies, they will be referred to meet with an administrator.
- After meeting with an administrator, the student's very next tardy will earn them one detention. If they continue to be tardy, they will continue to earn detentions and the administration may schedule a parent meeting.

Truancies - The number of truancies does NOT reset and will count all year.

Consequences for truancies will be assigned by the administration.

Truancy: Failure to clear an absence from school (note or phone call needed to clear, see section above titled "Clearing an absence.")

Period Truancy: Student misses 30 minutes or more in a period without a valid excuse.

Unauthorized Absence from Class: Student leaves class for any reason without teacher permission or abuses a hall pass. This will be considered a "cut" (truancy).

Truancy Notifications are made in accordance with California Ed Code Section 48260.

- Truancy Letter 1: 3 unauthorized same period and/or all day absences: Letter mailed home.
- Truancy Letter 2: 6 unauthorized same period and/or all day absences: Letter mailed home.
- Truancy Letter 3: 9 unauthorized same period and/or all day absences: Letter mailed home, parent contacted by Wellness Staff, and the student will work with the Wellness Center to support school attendance.
- Truancy Letter 4 -- 18 or more unauthorized same period and/or all day absences: Letter mailed home, student and parent will attend a meeting with the Student Attendance Review Team (SART) to discuss student attendance and impact on academics.

School Nurse

The Nurse's Office is located in the Administration Building. Students must have a teacher-signed student pass to come to the Health Center, but emergencies are seen without question.

Health problems such as diabetes, epilepsy, heart disease, or other serious medical conditions are to be brought to the personal attention of the school nurse. Written medical instructions are necessary for any procedures administered on campus or for any limitations to participation in a regular classroom program.

California State Law requires up-to-date measles, rubella, tetanus, diphtheria, polio, and the new Tdap immunizations for all students. Exemptions for religious or medical reasons must be filed in writing in the permanent school health records. **Failure to meet these requirements will result in the student being excluded from school.**

Student Prescriptions

All prescriptions for controlled substances must be logged with the nurse. Students are not allowed to carry any type of medication on campus (exception - prescribed inhalers with a Medication at School Form). Only medication prescribed by a physician may be given to students. School personnel will cooperate with the student's physician by providing a safe place for the storage of necessary medication. The school must have written permission from both the parent and the physician for over-the-counter or prescription medication to be given. The medication must be in the original container. Forms are available in the Health Center. If you have any questions or concerns contact one of our school nurses at 726-1400 x6030.

Emergency Information

Parents and students must make sure the following information is up to date in Homelink:

1. Parent(s) or Guardian(s) home and work telephone numbers.
2. Name(s) and phone number(s) of the person(s) authorized by the parent to be called in case of accident or illness.
3. Emergency instructions in case of accident or illness.
4. Signature(s) of parent(s) or guardian(s).

Students will not be released from school without the permission of a person authorized by a parent or guardian. For a student to write their own notes, they:

1. Must be 18.
2. Must attend an 18-Year-Old Waiver Meeting scheduled with their assistant principal.
3. Must fill out and return a signed waiver to the assistant principal's secretary. There is a 24-hour recording period before the waiver goes into effect.

Library

The library is a comfortable place on campus to read, study, and research. Students are encouraged to become lifelong readers and learners, and to that end, we strive to have relevant, current, and engaging materials for our students.

To check out books, students must have their current student ID card and be clear of library fines or overdue books. The loan period for books is three weeks, and students may check out up to five at a time. Students are responsible for the materials they check out from the library and will be fined for overdue, lost, or damaged items. For information regarding hours and policies, please go to the library website: <https://www.rjuhsd.us/Page/1529> or contact the front office at 726-1400.

Counseling Guidelines

Scheduling Appointments

The process for students scheduling appointments with a counselor is as follows:

1. Students will complete the online Counselor Request Form located at the back desk in the administrative office.
2. The counselor will send a yellow call slip for the student during the last thirty minutes of a class period.
3. The student is to report to the back desk in the administration office and sign in before proceeding to the counselor's office for the appointment.

Request for Class Changes

Before school begins, the guidance department will make class changes based on obvious schedule errors, and academic level changes. Once school begins, class changes are **only** considered for balancing courses or requests based on academic needs. Class changes will **not** be made for teacher or lunch preferences.

Dropping Courses

Any necessary schedule changes must be made within the first **2 weeks** of the term. Parent approval is needed when an academic (A-G) class is dropped for a non A-G elective. Students will pick up the Add/Drop form from Attendance or Front Desk, get the parent's signature on the form, and return it to the front desk before the posted deadline (*watch the bulletin for important dates*) for counselors to process. Students will be notified by counselors of approval or denial. After **2 weeks**, the student will receive a **drop F grade** from the class they dropped. Exceptions will only be made for teacher-initiated/approved level changes within the same subject area.

College and Career Center Services

The College and Career Center, located in the library, offers a variety of services to students and parents in the following areas: college information and applications, SAT and ACT applications and test prep materials, NCAA eligibility forms, military information, and financial aid/scholarship information.

The Outside Work Experience and Regional Occupational programs are run through the College & Career Center as well as listings of local job opportunities and processing of all work permits. If you have any questions regarding these services, please contact Ms. Miller via email or call her at 726-1400.

Wellness Center

Our Wellness Center at Antelope High School is excited to offer students and families a variety of services and resources to promote student well-being. We also support students to help increase school attendance, provide school supplies, provide mental health and therapeutic services, and help families with basic needs such as food and community resources. Wellness Center staff works directly with the school counseling team and administration to make sure students are supported and have everything they need to be successful. You can email the Wellness Center directly at anhswellness@rjuhsd.us or you can [fill out this form](#) to have a direct request for support sent to the Wellness Center Staff.

[Here is a link](#) to our RJUHSD Wellness Center website where more information about our program, services, and resources can be found. Parents and Guardians, if you would like to talk with someone in the Wellness Center, you can email anhswellness@rjuhsd.us or you can [fill out this form](#) for a direct referral to Wellness Services.

Drop Offs (including food, drink, gifts, and balloons)

The front office is not designed to receive or deliver students' items such as P.E. clothes, lunches or forgotten class projects. Emergency medical items, such as inhalers, may be dropped off on a limited basis and will require administrative approval. The office will not accept, hold onto, or watch the item. AnHS staff will not notify the student of the delivery or deliver the item to the student during class time—the student must come to the office at lunch, between classes, or after school in order to claim the item from a table in the lobby.

Additionally, for safety reasons, **students** may not have food delivered to the school (ie- DoorDash, GrubHub, UberEats, etc.). Students in violation of this policy will be given detention, without prior incidents or warnings. **AnHS staff will not accept any food delivery from companies such as GrubHub, DoorDash, UberEats, etc.**

School and Personal Property

Students are responsible for textbooks, library books, Chromebooks, and other school property loaned to them. If textbooks, library books, Chromebooks or other school equipment are lost, damaged, or stolen, the student is held responsible.

Students are not allowed to bring balloons, stuffed animals or other distractions into the classroom. Any student that brings these items to campus will be sent to the office to have the item stored for the school day.

The school is not responsible for the loss or theft of personal property. Students are strongly advised to leave expensive personal property at home. Personal media devices (e.g. phones), jewelry & expensive make-up are targets of theft. Students should never leave personal property unattended in backpacks or in the locker rooms. **PE locks should always be used!**

Technology Use Policy

Any use of a computer in a manner not approved by RJUHSD and AnHS is a violation that may result in the revocation of the use of RJUHSD technology and/or networks, or other disciplinary actions (as listed above).

[For more information about the Student Technology Agreement, visit the RJUHSD website.](#)

Chromebook Protection Plan (Insurance)

Did you know: The most common repair cost (due to damage) = \$99?

Did you also know: A chromebook protection plan for 4 years = \$90?

[Click here for more information](#)

Behavior Expectations

The following standards, rules, policies, and consequences have been developed and designed with the safety and welfare of the students and staff at Antelope High School in mind. Your cooperation is expected and appreciated. This handbook addresses the more common concerns and issues that might arise and should be considered a general guideline. Teachers will also present their own classroom-specific standards, expectations, and consequences that should be followed. Unique circumstances will be evaluated by the administration as they occur.

Students are expected to adhere to the standards and expectations not only during the regular school day but at all school-related functions regardless of time and location. The school may take action for any violation of school rules that occurs after the student leaves home and before arrival at home after school is dismissed. This includes incidents that occur off campus.

Student Behavior Accountability

The purpose of any disciplinary process is to correct student behavior and guide students toward making better decisions. Antelope High School staff utilizes restorative justice and progressive discipline practices to work with students to realize corrective behavior options. Students are encouraged to ask their teacher or another staff member if they need help or don't fully understand expectations. In the case a student acts in a way that does not meet the expectations of AnHS staff, students and staff will work together to correct behavior.

A violation of California Education Code or school rules may include (but are not limited to) one or more of the following consequences, depending on the severity and context of the situation (note: these are not listed in any specific order):

- Detention
- Suspension
- Expulsion
- Wednesday Morning Work Service
- Referral to Counseling
- Referral to Wellness Services
- Conference with an Administrator
- Parent Contact
- Restorative Practices
- Item Confiscation for the Day (depending on the circumstances, items may be returned to the student or parent by the end of the day)

Missed Detention Policy

- Missed 1st detention – AP Secretary will meet with students to reassign, and contact will be made with home. Additionally, students will be on the “No-Go” List until the detention is served.
- Missed 2nd detention (and beyond) – Same as 1st missed detention, and the student is assigned additional detention. *If the problem persists, the student may meet with an AP*

Right to Appeal:

Parents and students have the right to request a meeting with the school site administrator pursuant if it is felt that due process has not been followed.

No-Privileges list (aka - “No-go list”)

Students placed on the No-go list may not attend, or participate in, school activities; this includes, but is not limited to: all dances, rallies, attending sporting events as a spectator, etc. Reasons that students are placed on the no-go list includes, but is not limited to, missing detention, placement on Student Conduct, placement on Senior Conduct, suspensions, etc.

Student Conduct (grades 9th - 11th)

Student Conduct (Board Policy 6147.1) is a policy that reconfirms Antelope High School staff’s commitment to excellence in education through student accountability in the areas of academics, attendance, and discipline.

The list below describes progress expectations each AnHS students is held to, at the end of each grading period:

- **Academics:** Students with below a 2.0 GPA or more than one “F” grade will be placed on Student Conduct.
- **Attendance:** Students who have received a truancy for any one period (or day), on 9 or more days, or students who have ten or more period tardies, will be placed on Student Conduct.
 - Hall Passes: Students who exceeds the 7 minute hall pass limit, 5 or more times, during the grading period may be placed on Student Conduct
- **Behavior:** Students with any suspension from school for any offense, or multiple disciplinary/teacher referrals, will be placed on the no-privileges list for 30 school days and/or Student Conduct (whichever ends last).

Student Conduct starts after grades are submitted for the previous grading period, and ends when the next grading period ends (~5 weeks per grading period). 9th-11th grade students are not eligible for an appeals meeting; students will be removed from Student Conduct at the end of the grading period (assuming they do not earn placement on Student Conduct during the next grading period).

Student Conduct Consequences

If a student is placed on Student Conduct for any of the above reasons, that student can not attend sporting events as a spectator.

A student may lose additional privileges if that student is placed on Student Conduct for more than one grading period during the school year; specifically, in addition to not attending sporting events as a spectator, that student may not be able to attend dances, rallies, etc.

Senior Conduct (grade 12)

The list below describes progress expectations each AnHS students is held to, at the end of each quarter grading period:

- **Academics:** Any senior with below a 2.0 quarter GPA or more than one “F” grade will be placed on Senior Conduct.
- **Attendance:** Seniors who have received a truancy for any one period (or full day), on 9 or more days, or students who have ten or more period tardies, will be placed on Student Conduct.
 - Hall Passes: Seniors who exceeds the 7 minute hall pass limit, 5 or more times, during the grading period will be placed on Senior Conduct
- **Behavior:** Seniors with any suspension from school for any offense, or multiple disciplinary/teacher referrals, will be placed on the no-privileges list for 30 school days and/or Senior Conduct (whichever ends last).

Students placed on senior conduct will remain on conduct until:

- 1) The student demonstrates significant progress in the area of their conduct in the next quarter, **or**
- 2) The student writes an appeal to the Senior Conduct Committee with recognition of the reasons for their being placed on conduct and a plan for improving in their area of conduct. Students who write an appeal have the opportunity to be removed from student conduct and participate in school activities before the end of the quarter.

In either case, the student will remain on Senior Conduct and not be able to participate in school activities until they are notified in writing by the Senior Conduct Committee that they have been removed from Senior Conduct.

Senior Conduct Consequences

If a student is placed on Senior Conduct for any of the above reasons, that student may not attend/participate in sporting events as a spectator and/or not be able to attend other school and Senior activities (ex - dances, rallies, etc.)

Student Identification

All students will be issued a student ID card at the beginning of the year during registration for the purpose of checking out library materials and for entrance to school dances, as well as for student

discounts. Students should carry their ID card at all times and must identify themselves to any and all staff members (or parent volunteers) at any school upon request.

Due to safety concerns: All students must have a pass at all times when not in their assigned classroom or area.

Cell Phones and Electronic Devices

Student engagement is best without distractions. Cell phones are permitted at Antelope High School with the understanding that they are to be used only during passing periods and lunch or with specific permission from the teacher during instructional time. Any student using their cell phone and/or headphones or earbuds during class time without permission is in violation of our cell phone policy. Consequences include: student-teacher meeting, parent-student-teacher meeting, administrative conference, detentions.

Cell Phone/Device Policy Violation Consequences

If a student's phone is distracting them or others, the following steps will be taken:

1st offense: teacher conference with student

2nd offense: teacher conference with student; teacher contacts parent/guardians.

3rd and subsequent offenses: teacher conference with student; student sent to office to conference with administration. Administration contacts parents/guardians.

Dress Code

At Roseville Joint Union High School District (RJUHSD) we value and respect all students. We believe students should come to school dressed appropriately for the educational setting. Our dress code is designed to provide equitable educational access and is written in a manner that does not reinforce stereotypes. School staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, household income, body type/size, religion, and personal style.
- All students should feel comfortable in what they're wearing without fear of unnecessary discipline or body shaming.
- All students should understand that they are responsible for managing their own personal distractions without regulating individual students' clothing/self expression.
- Student dress code enforcement should not result in unnecessary barriers to learning.
- School staff uses student/body-positive language to explain the code and to address code violations.

General Dress Policy

Basic Principle : Certain body parts and undergarments must be covered for all students at all

times. Clothing, with opaque fabric, must cover the areas where undergarments would typically be worn. All items listed in the “must wear” and “may wear” categories below must meet this basic Principle.

Students Must Wear:

- A shirt made of opaque fabric that covers the front, back, sides and the majority of the torso (as defined by the covering of the majority of the chest and stomach region).
- Pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) that completely covers the buttocks
- Footwear

Students May Wear (as long as these items do not violate the basic principle above):

- Hats which allow the face to be visible to staff and not interfere with the line of sight of any student or staff
- Religious/cultural headwear
- Hoodies (students may be asked to remove hoods in class)
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps or tube tops.

Students May Not Wear:

- Images, language, or items depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity).
- Images, language, or items representing hate speech, profanity, or prejudice.
- Images, language, or items that depict weapons, violence, or gang affiliation.
- Images, language, or items with lewd, obscene, or sexually explicit/suggestive messages
- Images, language, or items that create a hostile or intimidating environment based on any protected class or marginalized groups.
- Accessories that could be considered dangerous or used as a weapon.
- Any item that obscures the face or ears (except as a religious observance or for health purposes).

Dress Code Enforcement & Consequences

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff will not vary the requirements in ways that lead to discriminatory enforcement. The garment that initiated the dress code violation may be held in the office until the end of the school day. Students who violate the dress code will be asked to put on their own alternative clothing, temporary school clothing, or alternative clothing delivered from home.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, and prom.

Consequences may include the following actions (in no particular order):

- Change clothing
- Parent/guardian notification
- Documentation in student information system (AERIES)
- Required check-in prior to school
- Detention assigned
- Holding garments for parents to pick up

Further disciplinary action or intervention will occur if a violation of the dress code is ongoing

Academic Honesty

At Antelope High School, we value honesty, responsibility, and doing your own best work. Academic integrity means turning in work that reflects your own thinking, effort, and learning—not someone else's. Cheating, plagiarism, or helping others cheat goes against those values and hurts everyone's learning. See [RJUHSD BP 5131.9](#) for more information on Academic Honesty.

Examples of Academic Dishonesty

- Copying answers on an assignment or test
- Allowing someone to copy your work
- Using unauthorized help (notes, phone, AI, etc.) on an assessment
- Submitting someone else's work as your own (including from the internet)
- Changing answers or submitting altered work after it's been graded

Academic Dishonesty Consequences

First Steps (Handled by Teacher):

- The teacher decides how the assignment or test will be scored.
 - Examples: score of 50%, or a score of 0% with an opportunity to retake.
- The teacher will talk with the student and notify their family.
- An official note will be made in our student system.

If the Behavior Repeats or the Violation is More Serious:

- Same academic consequences as above.
- Teacher notifies administration for support.
- Administration may assign consequences based on severity, which may include:
 - Administrative warning
 - Detention
 - Placement on the no-privileges list (excludes events like dances, rallies, etc.)

Public Displays of Affection

Passionate embracing or kissing, and other intimate gestures are not considered appropriate on campus. Students will be asked to stop. Repeated violations may result in parent/guardian contact.

Bullying

Effective March 22, 2011, Roseville Joint Union High School District adopted board policy 5131.4 to specifically address bullying prevention. This district will not tolerate behavior related to school activity or attendance that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact such as hitting or shoving, verbal assault such as teasing or name-calling, social isolation or manipulation, and cyberbullying. Students who engage in bullying related to school activity or attendance are in violation of this policy and are subject to corrective and/or disciplinary action up to and including expulsion. For complete information, you may go to the district website at www.rjuhsd.us to view the entire policy.

Hazing

Hazing is strictly prohibited. "Hazing" includes any method of initiation into a student organization or student body or activity engaged in with respect to these organizations that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm. Violation of this policy will result in a 3-5 day home suspension and possible referral to law enforcement and recommendation for expulsion.

Unauthorized Presence on Another Campus

All students are to be present on the campus in which they are enrolled. Only in unusual, pre-arranged, and pre-approved circumstances would students visit another campus in the school district during school hours. If approved, the student is required to register as a visitor in the main office of that school. Students who do not abide by this regulation may be suspended. Students must identify themselves upon request while visiting any other school.

Unlawful Harassment

The Roseville Joint Union High School District is committed to providing an educational environment free of unlawful or offensive harassment. The District's anti-harassment policy applies to all persons involved in the district's educational environment and prohibits unlawful harassment by any student or any employee of the District. Violation of this policy by a student may result in discipline, up to and including suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment because of gender, race, ancestry, physical or mental disability, or age includes, but is not limited to:

1. Verbal conduct such as derogatory comments.
2. Visual conduct.
3. Physical conduct such as assault, unwanted touching, or blocking of normal movement.
4. Retaliation for having reported or threatened to report harassment.

The District encourages all individuals to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. If an individual thinks he or she is being unlawfully harassed, the individual should notify an administrator, counselor, teacher, nurse, or other staff member. To file a complaint, the individual should provide details of the incident(s), the names of the individuals involved, and the names of any witnesses. The complaint should be, but is not required, to be in writing.

Thefts and Vandalism

Antelope High School and the Roseville Joint Union High School District are not responsible for lost or stolen property. All incidents of tampering with personal or school property should be reported to the Assistant Principals' Office. Students responsible for such behavior will be subject to disciplinary action, restitution, and referral to the police.

Alcohol, Drugs, and Other Controlled Substances

Students may not use, be under the influence of, buy, sell, or give intoxicants or dangerous drugs to others. Violation of this rule results in corrective and disciplinary action, which may range from counseling, suspension, or possible expulsion from the school district. If the final disposition is reinstatement on this campus, students may be barred from participation in school-related activities.

Tobacco: Antelope High School facilities have been designated as tobacco-free.

- State law prohibits the use of tobacco and nicotine products at any time in a county office of education (COE), charter school, or school district-owned or leased buildings, on school or district property, and in school or district vehicles.
- State law prohibits the use of electronic cigarettes by students on school campuses or while under the supervision of school district employees (this prohibition already exists for smoking and use of tobacco products).
- Students who are in possession of and/or caught using any nicotine or tobacco products, up to and including electronic cigarettes and Vape pens will receive corrective administrative consequences and possible law enforcement citation.

Weapons

Firearms, knives, explosives, fireworks, wallet chains, and other instruments considered dangerous and "of no practical use", may not be brought onto campus. Penalties are severe and will range from suspension to expulsion from the school district and possible arrest.

It is against the law to bring imitation or spring-powered/gas-powered weapons on school campuses (EC 48901.5). Generally, these are B-B, air-soft or pellet guns or replicas of real weapons. Students who bring imitation weapons on campus are subject to the same penalties listed above.

Traffic, Transportation, and Parking

Students driving on campus are subject to the same laws governing the roads and highways. Laws pertaining to reckless driving, exhibition of speed, mechanical violations, registration, and parking are applicable to all vehicles in the parking lot. Any law enforcement officer is authorized to patrol and

cite. Pedestrians have the right-of-way. The campus maximum speed limit is 10 m.p.h. Vehicles may not be driven through campus. Students found operating their vehicles in an unsafe or reckless manner (including exceeding the 10 m.p.h. limit) may be cited by law enforcement and/or referred to an Assistant Principal and may lose their parking privileges on campus.

Alternatives

If parking is not available, students are encouraged to work with their parents to find alternative means of transportation. Public streets are not officially part of RJUHSD or AnHS property, thus, if parking on public streets, students are expected to adhere to standards of civility, including safe driving, polite interactions with homeowners, appropriate language, and leaving no litter; additionally, students are subject to all traffic laws.

Bicycles/Skateboards/Scooters

These items are not to be in classroom areas or buildings. They should be parked and **locked** in the designated area. The school is not responsible for vandalism or theft; however, report all thefts/vandalism to the Assistant Principals. No loitering in the bike racks area.

Parking & Parking Permits

A parking permit is required to park at AnHS. Administration recommends getting a parking permit and parking in the AnHS student parking lot to avoid neighborhood congestion. To receive a parking permit the vehicle must be registered with the school. Students will find information on the [school website](#). You will need:

- A copy of your driver's license
- Proof of insurance.

The parking permit must be current for the school year and displayed in plain view on the backside of the inside rearview mirror. Parking in the following locations is prohibited:

1. Staff Only areas
2. Visitors parking area
3. Painted curbs (red, yellow, green)
4. Fire lanes
5. Handicapped (unless you have a permit)
6. Any area outside of a designated parking space

Parking and/or parking lot infractions may result in detention, fines, and/or loss of parking privilege.

Emergency Response

It is the responsibility of the teacher and school administration to explain, and review specific procedures students must follow in the event of a crisis. Each classroom has a Crisis Response binder that outlines these procedures and will be reviewed by teachers at the beginning of each term. The school will participate in drills periodically throughout the school year to help students familiarize themselves with emergency bells and tones and important, potentially life-saving procedures.

Types of Crises

1. Hold - All buildings and classrooms are locked; Conduct business as usual.
2. Secure - Everyone indoors; All buildings and classrooms are locked; Increase situational awareness; Conduct business as usual.
3. Lockdown – All buildings and classrooms are locked; students follow teacher directions; get away from windows, remain silent, and wait for instructions from administration.
4. Evacuation – Students exit buildings to the soccer field or football field depending on their class location; under rare circumstances, students may be evacuated to an alternate location.
5. Shelter-in-Place – All students remain indoors but teachers can conduct business as usual; no students are released from classrooms for any reason.

General Student Responsibilities

- Make every effort to maintain a disciplined reaction to emergencies.
- Obey all directions from the teacher.
- Exit the building (if necessary) in an orderly, single-file line.
- Remain with the teacher/adult supervisor at all times.
- Assist members of the class who have handicaps.
- Stay off cell phones. Turn cell phones off.

General Teacher Responsibilities

- Keep emergency information in the room and review evacuation routes with all classes each term.
- Know where students are to go and/or what they are to do depending on the nature of the emergency.
- Review crisis response plans with 2nd period class each term
- Keep emergency information and class roll book/list available at all times.

Teen / CRISIS Helplines

How to help a friend in crisis: *Don't agree to keep your friend's secret; you can help by getting them help!*

LOOK and LISTEN

- Withdrawn from friends/family
- Hopelessness
- Trouble concentrating
- Giving belongings away
- Not sleeping/sleeping a lot

- Change in eating habits
- Intense behavior changes

ACT, find help

- Discuss the problem openly and frankly
- Show interest and support
- Seek help from someone! A teacher, minister, coach, counselor, Wellness Center staff, parent/guardian, or any trusted adult

24 Hour Services:

Suicide Crisis Lines - 800-273-8255 OR 988	Abuse/Counseling Services
* Roseville: 916-773-3111	Sierra Family Services: 916-783-5207
*Sacramento: 916-368-3111/ 645-8866	People Reaching Out: 916-576-3300
Text help to 741-741	Peace for Family: 652-6558/ 800-575-5352
Hotlines	Alcohol and Drug Abuse
* Rape Crisis: 916- 920-2952/ 652-6558	AA: 916-454-1100
* Child Abuse: 800-422-4453	Al Anon & Alateen: 916-334-2970
*Diogenes Youth 916-369-5447/ 363-0063	New Direction: 916-966-4523
*Calif. Youth Crisis Line: 800-843-5200	Hotline Drug Abuse: 800-662-HELP
*AIDS Hotline: 800-342-AIDS	Narcotics Anonymous: 800-600-4673
	Placer County Health Dept: 800-829-7199

LGBTQ+ Specific Supports: *The Trevor Project*

Trevor Lifeline	1-866-488-7386
Trevor Text Line	Text START to 678-678
Trevor Chat	Online chat support here

Parent Participation

AnHS Parent Club Association

This organization has been established to encourage and develop student, parent, and community participation in and support of student opportunities in academics, activities, arts, and athletics. The

primary purpose of this Association is to benefit students attending Antelope High School by raising and contributing funds to be used for educational, athletic, extra-curricular, and arts activities. The Association shall also promote community support and awareness of the various educational, athletic, and extra-curricular events, programs, and activities at Antelope High School. If you are interested in supporting the Antelope Parent Boosters in any way please call 726-1400, or write to the Antelope High Parent Boosters, 7801 Titan Way, Antelope, CA 95843.

Student Safety

Philosophy

Students at Antelope High have a right to attend a school that is safe, orderly, and secure. It is the intent of all staff that our school is free from physical and psychological harm. The goals of the policy related to student behavior are to maintain order and decorum in the school, to educate our youth, to observe accepted rules of conduct, and to develop self-discipline while simultaneously protecting the rights of others. A clear understanding of our standards and expectations and the Safe Schools Plan will assist students in making responsible decisions. When the student's self-discipline fails to protect the rights of others and/or the basic welfare of the individual student, the school shall intervene and impose necessary restorative and/or disciplinary action as a consequence for the student's behavior and to promote change in the student's future decisions.

Student / Teacher Concerns

If a student or parent has a concern about a class or teacher, the counselor and/or administrator will suggest the following:

1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.
2. If the student feels he/she has tried the suggestions of the teacher, a parent conference should be scheduled. This can be done by contacting the teacher either by phone or email (easily accessed via our school website). The purpose is to determine what the teacher, parent, and student can do to help the student perform better in the class.

If the student and teacher have both tried to improve the student's progress in the class and concerns still exist, the parents can appeal for an administrative review with an assistant principal. The assistant principal will then meet with the parent, student, teacher, and counselor to assess the situation to determine if further action is warranted. This process is designed with the intent of placing responsibility on the student. If necessary, parent and teacher conferences will improve communication and set a more positive learning environment for the student.

Titan Time (Intervention) Schedule

We have an Embedded Intervention schedule during the school day on Wednesdays to advance learning for all students, particularly those struggling. The scheduled Titan Time will be directly following class each period on Wednesdays, giving students academic time built into the school day to work with their teachers and/or tutors on closing learning gaps with the essential skills in their courses.

Intervention/PLC Day Schedule (1st lunch)		Intervention/PLC Day Schedule (2nd lunch)	
Per 1	9:30- 10:15	Per 1	9:30- 10:15
Titan Time	10:15-10:45	Titan Time	10:15-10:45
Per 2	10:51-11:36	Per 2	10:51-11:36
Titan Time	11:36-12:06	Titan Time	11:36-12:06
Lunch	12:06-12:36	Per 3	12:12-12:58
Per 3	12:42-1:28	Titan Time	12:58-1:28
Titan Time	1:28-1:58	Lunch	1:28-1:58
Per 4	2:04-2:50	Per 4	2:04-2:50
Titan Time	2:50-3:20	Titan Time	2:50-3:20
<ul style="list-style-type: none"> • Most Wednesdays are a late start (first period starts at 9:30am). School still ends at 3:20pm. • Classes are 45 minutes long. Directly after each class is "Titan time", 30 minutes of time where students can get extra help from their teachers. 		<ul style="list-style-type: none"> • Most Wednesdays are a late start (first period starts at 9:30am). School still ends at 3:20pm. • Classes are 45 minutes long. Directly after each class is "Titan time", 30 minutes of time where students can get extra help from their teachers. 	

Amended Board Policies and Admin Regulations

Board Policy 1312.3 - Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a

Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by the Roseville Joint Union High School District of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously.

A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Roseville Joint Union High School District developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board. According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After-School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs

- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
- Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)
- Educational and graduation requirements for pupils in foster care, students experiencing homelessness, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, students who are migratory, and students participating in a newcomer program.
- Every Student Succeeds Act
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)
- Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Non-UCP Complaints:

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the UCP complaint procedures set forth in this document:

1. Allegations of child abuse shall be referred to the applicable County Department of

Social Services (DSS), Protective Services Division or appropriate law enforcement

agency.

2. Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Employment discrimination complaints be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. 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 students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

The Responsibilities of the Roseville Joint Union High School District

RJUHSD shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. RJUHSD shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

RJUHSD disseminates on an annual basis the UCP Annual Notice which is a written notice of our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties. This notice may be made available on our website and shall include the following:

- Information regarding allegations of discrimination, harassment, intimidation, or bullying;
- The list of all federal and state programs within the scope of the UCP;
- The title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- The Title IX Coordinator is knowledgeable about the laws and programs that they are assigned to investigate;
- Pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred. Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Rob Hasty, Executive Director, Human Resources

Department 1750 Cirby Way

Roseville, CA 95661

(916) 786-2051

rhasty@rjuhsd.us

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies,

equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or

their designee. A pupil fees complaint 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.

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 we adopted. An LCAP complaint 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.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the n 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.

Refusal by the Roseville Joint Union High School 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.

We ensure that complainants are protected from retaliation. We investigate all allegations of

unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the

complainant within 60 calendar days from the date of the receipt of the complaint unless the

complainant agrees in writing to an extension of time. This Investigation Report will contain the

following elements:

1. The findings of fact based on the evidence gathered;
2. A conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
3. Corrective actions if we find merit in a complaint:

For complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

For all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,

With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

4. A notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
5. The procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a

written appeal within 30 calendar days of the date of the Investigation Report. 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 Roseville Joint Union High School District failed to follow its complaint procedures, and/or
2. The Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
3. The material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
4. The legal conclusion in the Investigation Report is inconsistent with the law, and/or
5. In a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA

Investigation Report.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925:

When Filing a UCP Complaint Regarding State Preschool Health and Safety Issues:

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in the Roseville Joint Union High School District.

A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC section 48985 is otherwise applicable, the response if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.

When investigating a UCP state preschool health and safety issue the preschool program

administrator or the designee of the district superintendent shall make all reasonable efforts to

investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

All complaints and responses are public records.

A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.

The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.

The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

1. The preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
2. The Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
3. Material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
4. The legal conclusion in the Investigation Report is inconsistent with the law, and/or
5. If the preschool program is found non-compliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigative Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issue pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from the agency's remedy.

We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the

confidentiality of the parties involved shall be protected as required by law. For any complaint

alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the

subject of the complaint if different from the complainant, confidential when appropriate and as

long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and

knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related action, including steps taken during the investigation and all information required

for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

- Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services and Protective Services Division and the appropriate law enforcement agency.
- Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.
- Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
- Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.
- Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
- 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 students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt. California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

Administrative Regulation 1312.3 – Uniform Complaint Procedures

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers/ Title IX Coordinator

The district designates the individual identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual also serve as the compliance officer specified in Administrative Regulation 5145.3 -

Nondiscrimination/Harassment responsible for handling complaints regarding unlawful

discrimination, harassment, intimidation, or bullying and in Administrative regulation 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Rob Hasty - Executive Director of Human Resources

1750 Cirby Way, Roseville, CA 95661

916-786-5021 ex. 1042

rhasty@rjuhsd.us

The compliance officer who receives a complaint may assign another compliance officer to

investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether

interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and

offices, including staff lounges and student government meeting rooms. (Education Code 234.1) In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy.
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate.
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred.
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct.
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.
7. A statement that the district will post a standardized notice of the educational rights of foster youth, students experiencing homelessness, former juvenile court school students now enrolled in the district, students who are migratory, children of military families, and students participating in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision.
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable.
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district website and may be provided through district- supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator is not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600) Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4630).
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630).
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630).
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630).
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, 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.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law.
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600.
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610.
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3).
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 263).
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

Counseling

1. Academic support

2. Health services
3. Assignment of an escort to allow the victim to move safely about campus
4. Information regarding available resources and how to report similar incidents or retaliation
5. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
6. Restorative justice
7. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law.
2. Parent/guardian conference.
3. Education regarding the impact of the conduct on others.
4. Positive behavior support.
5. Referral to a student success team.
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law.
7. Disciplinary action, such as suspension or expulsion, as permitted by law.

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600).

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint.
2. A copy of the district's investigation report.

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the district's UCP.
6. Other relevant information requested by CDE.

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632).

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8235.5; 5 CCR 4691).

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8235.5; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution.

The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8235.5; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves a limited-English-proficient student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education

Code 8235.5; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. (5 CCR 4693)

Administrative Regulation 1312.4 – Williams Complaint Procedures

Types of Complaints:

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following: (Education Code 35186; 5 CCR 4680-4683)

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that:
 1. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 2. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 3. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 4. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that:
 1. A semester begins and a teacher vacancy exists.
 2. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.
 3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated is 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 the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course through no later than 20 business days afterwards. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee 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. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that:
 1. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, 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 an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

2. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for a documented student safety concern immediate threat to student safety or to repair the facility. (Education Code 35292.5)

In any school serving students any of grades 3-12, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every woman's and all gender restrooms, and in at least one men's restroom. (Education Code 35292.6).

Additionally, starting July 1, 2026, in any school that has more than one female and more than one male restroom designed exclusively for student use, a complaint may be filled alleging noncompliance with the requirements specified in Education Code 35292.5 to maintain at least one all-gender restroom for student use. (Education Code 35292.5)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall post in each classroom in each school a notice containing the components specified in Education Code 35186. (Education Code 35186)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

A complaint alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly in addition to or in lieu of being filed with the district. Any such complaint shall identify the basis and provide evidence to support its filing directly with the SPI. (Education Code 35186)

If the Superintendent or designee becomes aware that a complaint alleging insufficient textbooks or instructional materials that has been filed directly with the SPI but not with the district, the Superintendent or designee may initiate an investigation in accordance with this administrative regulation, as described below, if there is sufficient evidence to do so.

Investigation and Response

The principal or designee of the Superintendent shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her at the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686) For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the SPI within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

However, no other type of complaint regarding the condition of the school facilities as described in the section "Types of Complaints" above may be appealed to the SPI. (Education Code 35186; 5 CCR 4610, 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

Board Policy 5131.2 - Bullying

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass,

sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Administrative Regulation 5131.2 - Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information

on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policies
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher,

the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Board Policy 5141.52 – Suicide Prevention

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students.

1. Prevention instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
2. The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the

state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
 2. Develop coping and resiliency skills and self-esteem
 3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
 4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

Intervention

Such intervention measures and strategies include, but are not limited to:

1. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
2. Crisis intervention procedures for addressing suicide threats or attempts
3. Statements regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.
 1. Although any personal information that a student disclosed to a school counselor shall generally not be revealed, released, reference, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is a reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)
4. School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 215)
5. Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.
6. When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:
 1. Immediately securing medical treatment and/or mental health services as necessary
 2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
 3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
 4. Removing other students from the immediate area as soon as possible
 5. The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

6. The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.
7. For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

Such postvention measures and strategies include but are not limited to:

1. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
2. The Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
3. The Superintendent or designee shall implement procedures to address students' and staff's grief and minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.
4. Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.
5. After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students.

(Education Code 234.6)

Administrative Regulation 5141.52 – Suicide Prevention

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content

standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Board Policy 5145.3 – Nondiscrimination/Harassment

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe and supportive school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone based on the student's actual or perceived race, color, ancestry, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, medical information, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 – Discipline, Board Policy and Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 4900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Recordkeeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Administrative Regulation – 5145.3 – Nondiscrimination/Harassment

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, medical information, genetic information, socioeconomic status, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) for Equity Compliance and Title IX may be contacted at: (Education Code 234.1; 5 CCR 4621)

Rob Hasty, Executive Director, Human Resources

1750 Cirby Way Roseville, CA 95661

(916) 782-8663

rhasty@rjuhsd.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent

location on the district's website in a manner that is easily accessible to parents/guardians and students.

4. Post in a prominent location on the district website information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
 1. The name and contact information of the district's Title IX coordinator, including the phone number and email address
 2. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 3. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
 1. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 2. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 3. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 4. A link to the Title IX information included on the California Department Education's (CDE) website.
5. Post a link to statewide CDE-compiled resources, including community-based organizations that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
8. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any unlawful act of discrimination, including discriminatory harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether or not stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses a gender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31.

Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that student's request may limit the district's ability to meet the student's needs related to his/hers status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and to develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Accessibility to Sex-segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity.

To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming.

In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Board Policy 5145.7 – Sex Discrimination & Sex-Based Harassment

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications,

publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Administrative Regulation 5145.7 Sex Discrimination & Sex-Based Harassment

Title IX Coordinator/Equity Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Rob Hasty

Executive Director of Human Resources 1750 Cirby Way

Roseville, CA 95661

(916)782-8663

rhasty@rjuhsd.us

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects AR 5145.7(b)
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing words, comments, or images describes above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district

policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the principal or principal's designee. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the principal or principal's designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or principal's designee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The principal or principal's designee shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, and an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the principal or principal's designee receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the principal or principal's designee shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. **Investigation Process:** The principal or principal's designee shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The principal or principal's designee shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The principal or principal's designee may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the principal or principal's designee also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. **Interim Measures:** The principal or principal's designee shall determine whether interim measures are necessary during and pending the results of the investigation, such

as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. **Optional Mediation:** In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the principal or principal's designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the principal or principal's designee may take into account:
 1. Statements made by the persons identified above
 2. The details and consistency of each person's account
 3. Evidence of how the complaining student reacted to the incident
 4. Evidence of any past instances of harassment by the alleged harasser
 5. Evidence of any past harassment complaints that were found to be untrue
8. **To judge the severity of the harassment, the principal or principal's designee may take into consideration:**
 1. How the misconduct affected one or more students' education
 2. The type, frequency, and duration of the misconduct
 3. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 4. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 5. The size of the school, location of the incidents, and context in which they occurred
 6. Other incidents at the school involving different students
9. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the principal or principal's designee shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the principal or principal's designee shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the principal or principal's designee shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The principal or principal's designee shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator, regardless of whether the alleged victim files a formal complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3 - Uniform Complaint Procedures.

If Sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Administrative Regulation 5145.71 – Title IX Sex Discrimination & Sex-Based Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7-Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR

106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants correspondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

Investigative Procedures

During the investigation process, the district shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish

restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process. Findings of fact supporting the determination
3. Conclusions regarding the application of the district's code of conduct to the facts
4. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
5. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the

U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

Board Policy 5146 – Married/Pregnant/Parenting Students

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40) To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities.
2. Parenting education and life skills instruction.
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28.
4. Health care services, including prenatal care.
5. Tobacco, alcohol, and/or drug prevention and intervention services.
6. Academic and personal counseling.
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation.

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205).

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and

to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600- 4670) Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Administrative Regulation 5146 – Married/Pregnant/Parenting Students

The Superintendent or designee may grant students a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.

A pregnant and parenting student also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Cal-SAFE Program

A male or female student shall be eligible to enroll in the district's California School Age Families Education (Cal-SAFE) program if he/she: (Education Code 54747, 56026)

1. Is an expectant parent, custodial parent, or noncustodial parent taking an active role in the care and supervision of the child
2. Has not earned a high school diploma or its equivalent
3. Meets one of the following additional conditions:
 1. Is age 18 years of age or younger.
 2. Is age 19 and has been continuously enrolled in the program since before his/her 19th birthday. Such a student may be enrolled in the program for one additional semester.
 3. The student is below age 22 and has an active individualized education plan.

Students shall be enrolled in the program on an open-entry and open-exit basis. (Education Code 54745)

A student shall not be denied initial or continuous enrollment because of having had multiple pregnancies, more than one child, or a change in eligibility status from expectant to parenting. (Education Code 54747)

No fees shall be charged to students or their families for services provided through the district's Cal-SAFE program. (Education Code 54745)

The Superintendent or designee shall complete an intake procedure regarding each student upon entry into the program, and periodically thereafter as necessary, to determine appropriate levels and types of services to be provided. (Education Code 54746)

The Superintendent or designee shall provide staff development and conduct community outreach in order to establish a positive learning environment and supportive school policies. (Education Code 54745)

The Superintendent or designee shall participate in the development of the county service coordination plan for providing educational and related support services to expectant and parenting teens and their children. He/she also shall participate in data collection and evaluation of the program. (Education Code 54745)

Board Policy 6020 – Parent Involvement

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Administrative Regulation 6020 – Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318) The Superintendent or designee may:
 1. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
 2. Invite input on the LEA plan from other district committees and school site councils
 3. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 4. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 5. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 6. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC 6318) The Superintendent or designee may:
 1. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 2. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 3. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 4. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 5. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 6. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318) The Superintendent or designee may:
 1. Identify overlapping or similar program requirements
 2. Involve district and school site representatives from other programs to assist in identifying specific population needs
 3. Schedule joint meetings with representatives from related programs and share data and information across programs
 4. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
 1. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 2. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 3. Strategies to support successful school and family interactions
5. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318) The Superintendent or designee may:
 1. Include information about school activities in district communications to parents/guardians
 2. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
 3. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 1. Timely information about Title I programs
 2. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.
 3. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards. This compact shall address:
 1. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
 2. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 3. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 1. Frequent reports to parents/guardians on their children's progress
 2. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 3. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #2 in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

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

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504). The Superintendent or designee may:
 1. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 2. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 3. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504). The Superintendent or designee may:
 1. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 2. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 3. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504). The Superintendent or designee may:
 1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress
 2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 3. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 4. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 5. Develop mechanisms to encourage parent/guardian input on district and school issues
 6. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 7. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504). The Superintendent or designee may:
 1. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 2. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability. The Superintendent or designee may:
 1. Include parent involvement strategies in school reform or school improvement initiatives
 2. Involve parents/guardians in school planning processes

Board Policy 6164.6 – Identification & Education Under Section 504

The Board of Trustees believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. The district shall work to identify children with disabilities who reside within its jurisdiction in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide identified students with disabilities with a free appropriate public education, as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board.

(Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

Administrative Regulation 6164.6 – Identification & Education Under Section 504

The Superintendent designates the following position as the Director of Special Education Services to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Director of Special Education Services

2501 Woodcreek Oaks Blvd.

Roseville, CA 95747

(916) 782-6565 ext. 4901

Definitions

For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian, except for those fees that are imposed on non-handicapped persons or their parents or guardian. (34 CFR 104.33)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (28 CFR 35.108)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine. (28 CFR 35.108)

Mental impairment means any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (28 CFR 35.108)

Substantially limits major life activities means limiting a person's ability to perform functions such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major

bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to his/her school for identification as a student with a disability under Section 504.
2. Upon receipt of any such referral, the principal, student's counselor, 504 coordinator or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 coordinator or student's counselor shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If it is determined that the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Prior to administering tests to a student as part of an initial evaluation of a student for eligibility under Section 504, the district shall obtain parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify

which, if any regular or special education services, accommodations, and supplementary aids and services are necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements. If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school. (cf. 5116.1 – Intradistrict Open Enrollment) (cf. 5125 – Student Records)

Review and Reevaluation

The 504 team shall monitor the progress of the student and shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 10 school days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 10 school days of the completion of the review. The request for the due process hearing shall include:
 1. The specific nature of the decision with which he/she disagrees
 2. The specific relief he/she seeks
 3. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 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 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:

1. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent 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 CFR 104.32)