San Mateo Union High School District

Substitute Teacher

2026-2027 Employee Handbook

Electronic version available at www.smuhsd.org/departments/human-resources/substitute-teaching

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Randall Booker
Superintendent

Kirk Black, Ed.D.
Deputy Superintendent Human Resources and Student Services

Yancy Hawkins, CPA
Associate Superintendent Chief Business Officer

Julia Kempkey, Ed.D.
Associate Superintendent of Curriculum and Instruction

Sandra Fewer
Human Resources Generalist (Certificated Substitutes)

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Substitute Educator Employee Handbook 2026-2027

Table of Contents

Introduction and Welcome	1
Mission Statement	2
School Site Administrative Teams	3
Employment as a Substitute Educator	4
Salary Schedule	5
Assignments – Absence Management System	6
Reporting to the School Site/Expectations	7
General Information	10
Annual Notice Administration of Epinephrine	14
COVID-19 Safety Protocols (BP 0470)	16
Certificated Employee Notifications	18
Code of Ethics of the Education Profession (E 4119.21)	21
Professional Standards (BP 4119.21/4219.21/4319.2)	24
Child Abuse Prevention and Reporting (AR 5141.4)	30
Child Abuse Prevention (AR 5141.41)	35
Distance Learning (BP 6157)	45
District-Sponsored Social Media (BP 1114/AR 1114)	46
Injury & Illness Prevention Program	49
Lactation Accommodation (BP 4033)	58
Maintaining Appropriate Adult-Student Interactions (AR 4119.24)	60
Oath or Affirmation (AR 4112.3/4212.3/4312.3)	62
Prevention of Sexual Misconduct and Abuse in Schools (AR 5141.43)	65
Racial Equity Policy (BP 0415.1)	76
Sex Harassment (AR 4119.11/4219.11/4319.11)	84
Sexual Harassment (BP 4119.11)	97
Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (AR 4119.12/ 4219.12/ 4319.12)	99
Uniform Complaint Procedures (AR 1312.3)	120
Working Remotely (BP 4113.5/4213.5/4313.5)	129
Work Related Injuries (BP 4157.1/4257.1/4357.1)	132
Handbook & Notification Acknowledgement Form	135

San Mateo Union High School District

Commitment to Quality Education for a Better Future

Welcome and thank you for choosing to become a Substitute Educator for the San Mateo Union High School District (SMUHSD). The Board of Trustees recognizes that substitutes perform an essential role in promoting student achievement and desire to employ highly qualified, appropriately credentialed employees to fill such positions. Substitute personnel services are on an as needed, on-call basis.

As an educator you have an important role in the continuity of daily education for our students during their regular teacher's absence. We are aware of the special problems that substitute teachers may face in the variety of their assignments. We know that it takes professional dedication and a special talent to adjust to these variables. The Human Resources Department and our school site staff are readily available to provide support and answer any questions you may have.

The SMUSHD and its Governing Board operate according to a vast set of policies and regulations, some of which are based on law (CA Education Code, CA Code of Regulations, etc.). It is the professional responsibility of all District employees to be familiar with and comply with the applicable policies and regulations of the SMUHSD. In order to facilitate employees' understanding of this responsibility, the District has produced this employee handbook which outlines, in a concise manner, the most pertinent applicable policies and regulations. This handbook has been compiled to serve as a guide and source of information and is not intended to be all inclusive or conflict with or differ from existing contract language. All District employees are expected to read the material contained in this handbook prior to starting their assignment.

In addition to this Handbook, the District is required by law to provide annual notifications to its employees outlining specific policies and regulations. The list of required Employee Notifications is available online (4112.9 E Employee Notifications). The District has produced a concise reference document of Certificated Employee Notifications accessible online. The District reserves the right to add, delete, suspend and/or modify policies, and replace prior policies, procedures, and practices. District employees are asked to sign an acknowledgement form indicating receipt of this notification.

About the District

SMUHSD traces its roots on the Peninsula all the way back to the founding of San Mateo High School (the second-oldest public school in San Mateo County) in 1902. The District provides education to a diverse range of approximately 9,500 students attending six highly-rated comprehensive high schools (five are ranked among the top 1,000 public high schools in the U.S. by *Newsweek* magazine), a special Middle College program in conjunction with the College of San Mateo and an alternative high school where students voluntarily recover credits.

The District's Adult School, one of the largest and most productive in the Bay Area, typically enrolls upwards of 8,000 individuals aged 18 and over. The Adult School includes the largest program for those learning English in San Mateo County.

School site locations, contact information, bell schedules, and directions may be found on the District's website (https://www.smuhsd.org/)

San Mateo Union High School District

Mission Statement

Mission...a statement of system purpose and critical means

The mission of the San Mateo Union High School District is to challenge and motivate each student to achieve full potential as a responsible member of our diverse community, in a safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others.

Beliefs...Fundamental convictions and basic values

We believe that:

- Each individual has equal inherent dignity and worth.
- Family is essential to the development of an individual's values.
- Learning develops the aesthetic, emotional, intellectual, practical, and social aspects of the whole person.
- Learning is a unique, personal, and lifelong experience.
- Motivation is essential for reaching one's potential.
- Higher expectations yield higher results.
- Communities have a responsibility to the individual as individuals have a responsibility to the community.
- Diversity enriches the community.

Equity Vision and Mission

Vision: All students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.
Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally and academically.

School Site Administrative Teams

Aragon High School, 900 Alameda de las Pulgas, San Mateo	**(650) 558-2999**
Katherine Palomeque - Administrative Assistant (kpalomeque@smuhsd.org)	**(650) 558-2901**
Andrew Hartig, Assistant Principal	(650) 558-2902
Clarisse Mesa, Assistant Principal	(650) 558-2906
David Moore, Assistant Principal	(650) 558-2903
Peter Alvarez, Principal	(650) 558-2900
Burlingame High School, 1 Mangini Way, Burlingame	**(650) 558-2899**
Lauren Rosaia, Administrative Assistant (lrosaia@smuhsd.org)	**(650) 558-2801**
Chad Slife, Assistant Principal	(650) 558-2803
Jordan Loey, Assistant Principal	(650) 558-2802
Jenny Gibson, Assistant Principal	(650) 558-2806
Lauren Kelly, Principal	(650) 558-2800
Capuchino High School, 1501 Magnolia Ave, San Bruno	
Sandra Rogge - Administrative Assistant (srogge@smuhsd.org)	**(650) 558-2701**
Mauricio Rodriguez, Assistant Principal	(650) 558-2702
Michalis Gordon, Assistant Principal	(650) 558-2703
Deyango Harris, Assistant Principal	(650) 558-2728
Jose A. Gomez, Principal	(650) 558-2700
Hillsdale High School, 3115 Del Monte Street, San Mateo	**(650) 558-2699**
Daniela Klemish- Administrative Assistant (dklemish@smuhsd.org)	**(650) 558-2601**
Ashley Milton, Assistant Principal	(650) 558-2602
Sarah Prensky-Pomeranz, Assistant Principal	(650) 558-2603
Jesse Boise, Assistant Principal	(650) 558-2606
Jeff Gilbert, Principal	(650) 558-2600
Mills High School - 400 Murchison Drive, Millbrae	**650) 558-2599**
Alana Tipton - Administrative Assistant (atipton@smuhsd.org)	**(650) 558-2501**
Jonathan White, Assistant Principal	(650) 558-2502
James Ortega, Assistant Principal	(650) 558-2503
Deyango Harris, Assistant Principal	(650) 558-2514
Pamela Duszynski, Principal	(650) 558-2500
Peninsula High School - 860 Hinckley Road, Burlingame	**(650) 558-2499**
Nora Barrientos – Administrative Assistant (nbarrientos@smuhsd.org)	**(650) 558-2402**
Fred Wolfgramm, Assistant Principal	(650) 558-2406
Barnaby Payne, Principal	(650) 558-2400
San Mateo High School - 506 North Delaware Street, San Mateo	**(650) 558-2399**
Janine Beard - Administrative Assistant (jbeard@smuhsd.org)	**(650) 558-2301**
Gary Hong, Assistant Principal	(650) 558-2302
Michael Holtz, Assistant Principal	(650) 558-2303
Lauren Ponti, Assistant Principal	(650) 558-2306
Yvonne P. Shiu - Principal	(650) 558-2300
Middle College – 1700 W Hillsdale Blvd, San Mateo	
Jordana Garcia – Office Assistant (jgarcia@smuhsd.org)	**(650) 574-6536**
Samia Shoman, Principal	(650) 558-2400
Bridge Academy – 789 E Poplar Ave, San Mateo	
Liliana Garcia – Senior Staff Assistant (lggarcia@smuhsd.org)	**(650) 558-2173**
Samia Shoman, Principal	(650) 558-2172

Employment as a Substitute Educator

Substitute Educators shall be paid in accordance with the substitute salary schedule and according to the practices of this school District. If employed as a day-to-day substitute, salary and status will be adjusted to classification as a long-term substitute after completion of the requisite number of consecutive workdays.

Employment will follow the District's policies and practices, some of which are summarized below:

- Employee's services shall be on an as needed, on-call basis. There is no promise by the District or expectation by the employee of any requirement or any minimum days of employment. The District may terminate the services of a substitute at any time.

- This State of Employee Status creates no rights beyond those to which substitutes are entitled to by law.

- Substitute employment does not constitute nor grant probationary status. Credit towards tenure or permanent status is controlled solely by the Education Code, and it is understood that such credit is not applicable to day-to-day substitute's service. Credit towards tenure or permanent status for long-term substitute service shall be granted only as required by law.

- An employee, as a day-to-day substitute, is not bound to be employed by this District, may decline work when called as a substitute and may terminate services at any time other than during the course of an active day of work for this District. It is requested that if an employee terminates services with the District as a day-to-day substitute, that written notice first be provided to the Human Resources Department so that the employee's name can be removed from the list of potential substitutes for contact.

- While working for this District, employee shall possess valid and appropriate licensing (permit or waiver) or credential authorizing such employment, and shall inform the District's Human Resources Department immediately if employee lacks the required licensing (permit or waiver) or credential.

- Employment is subject to the laws and Constitution of the State of California, the rules and regulations of the California State Department of Education, and the policies, rules and regulations of the San Mateo Union High School District.

The District's New Hire Packet includes this document which is a signed acknowledgment statement placed in the employee's permanent file.

Salary Schedule

Full-Day Assignments

Four or more periods (short-term)	**$295.00 per day**

Part-Day Assignments

One to three periods (hourly)	**$59.00 per period**

Retired SMUHSD Substitute Teachers

One to three periods (hourly)	**$85.00 per period**
Four or more periods (short-term)	**$425.00 per day**

Swim Unit Substitute Assignments (Certification Requirement)

Swim unit substitutes are an important second set of eyes on our pool decks during aquatics units. Valid Lifeguard or Water Safety Certification required.	**$295.00 per day (flat rate)**

San Mateo Adult School Substitute

Three hour classes mornings, afternoons, and evenings.	**$47.00 per hour**

Long Term Single Assignments

Fifteen or more consecutive days in a single assignment without a break in assignment. On the 15th consecutive day the pay rate is retroactive to the first day of the assignment.	**$315.00 per day, $63.00 per period**
Thirty-one or more consecutive days in a single assignment without a break in assignment. On the 31st consecutive day the pay rate is retroactive to the first day of the assignment. **Must have subject credential.**	**$460.00 per day, $92.00 per period**
Four or more periods of SPED assignment three or more consecutive days.	**$400.00 per day**

Bell Schedules / Class Periods

- A regular class period is 80 minutes or less;
- A block period is 81 minutes or more;
- One block period equals two regular class periods;
- Two block periods equals four or more periods (short-term)

Variable Payroll – Pay Periods

Substitute teachers are on a variable payroll that runs from the first of the month to the last day of the month and is paid at the end of the following month. That is, if the variable runs from August 1 to August 31, the employee will be paid on September 30. The District's pay dates are once a month at the end of each month.

Assignments - Absence Management System

The District is using a service from Frontline Education that greatly simplifies the process of finding and managing substitute jobs. This service from Frontline Education utilizes both the telephone and internet to assist substitute teachers in locating jobs. The Frontline Absence Management solution is available 24 hours a day, 7 days a week.

Web access
You will receive a personal invitation email with the Subject Line: San Mateo Union High School District invites you to Absence Management. If you already have an existing Frontline ID account click “Sign in with your Frontline ID.” Otherwise, click “Create a Frontline ID.” Create a username, password, email address, and click “I accept the terms and conditions.” Then click “Create Frontline ID” and you’re in!

You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Frontline at https://absence.frontlineeducation.com/. If the teacher has uploaded lesson plans, you will be able to view them online once you take the job!

Telephone Access
You can interact with the Frontline Absence Management system via a toll-free, automated voice instruction menu at 1-800-942-3767. Here, you can proactively search for jobs.

The system completes automated calls to substitutes to offer jobs. The standard call times when the Absence Management service may call for substitutes is 6 a.m. - 9 p.m. The phone number on record is the one you provided during the new hire process.

Availability
If you have days or partial days that you are not available to substitute, we encourage you to create “Non-Work Days” in your Frontline account. Creating non-work days/hours will reduce the number of calls you receive from the Absent Management System on days that you are not available and also provides the District with a more accurate report of available substitutes.

Accepting/Declining Assignments
If you accept a job, you will be issued a confirmation number. Please remember that your transaction is not complete until Frontline supplies you with a confirmation number.

For those substitute educators who make substituting arrangements directly with a District teacher or school site administrative assistant we recommend accessing Frontline to obtain the confirmation number and assignment information. Substitute educators are to be available during the Prep/PRP as needed.

Canceling Assignments
The Frontline Absence Management System provides access for substitutes to cancel accepted jobs. Please note there is a cancel cutoff time required for all school sites; one hour before assignment start time.

To cancel an accepted job past the cutoff time, you must call the school site to cancel for you. Leave a message with your full name and the details of the assignment you are canceling. School site contact telephone numbers may be found on the District/School website and in this handbook under school site administrative teams contact information.

Reporting to the School Site

Parking

Substitute teachers are issued a Substitute Parking Pass each school year. Each school site's designated parking areas are listed on the back of the Substitute Parking Pass. Place the parking pass on your dashboard.

Photo ID Badge

All District employees are issued a SMUHSD ID badge (photo ID Card) to promote staff safety and security. Substitute teachers are expected to visibly display their ID badge while on campus

Arrival Time

The District has seven high schools with similar bell schedules. Assignment start and end times are based on the site's day-time schedule (bell schedule) with scheduled break/brunch and lunch periods.

1-7 periods bell schedule	8:30 a.m. – 3:45 p.m.
Even Period Block*	8:30 a.m. – 2:55 p.m.
Odd Period Block*	8:30 a.m. – 3:45 p.m.

* Aragon, Burlingame, Hillsdale and San Mateo have 0 period start of 7:25 a.m.

Peninsula	9:20 a.m. – 2:37 p.m. (M,T,W,F) 9:20 a.m. – 2:30 p.m. (W)
Bridge	8:30 a.m. – 1:35 p.m. (M,W,F) 9:20 a.m. – 1:20 p.m. (T,Th)
Middle College	8:10 a.m. – 2:10 p.m.

Substitute teachers are expected to arrive fifteen (15) minutes prior to the start of class. Assignment start times are 15 minutes earlier than the class start time. This will allow substitutes time for signing/clocking in, obtaining keys for the classroom, and reviewing the teacher's lesson plan.

Substitute teachers, like regular classroom teachers, are expected to be standing outside of the classroom during passing periods to greet students and make sure hallways are clear.

Sign In / Clock In

Report directly to the main office to sign in on the Substitute Educator Sign in Sheet. Additionally, clock in by scanning your barcoded ID badge at the Kiosk (web-clock) station (*Time Management*) located in the main office of our school sites. In the event the system is down, you forgot to clock in or bring your ID badge, notify the school site administrative assistant or HR Department personnel.

Substitute Teacher Information Packet

A substitute binder/folder will be waiting for you in the main office when you arrive that includes the following information:

- Assignment Schedule
- Attendance Procedures
- Tardy Policy
- Hall Passes
- Discipline Problems
- Lesson Plans
- Attendance Sheets
- Assignment Report – Substitute Report to Teacher
- Bell Schedule
- Emergency Procedures
- The Big Five School Emergency Guidelines
- Campus Map

Lesson Plans

Substitute teachers are expected to implement the teacher's lesson plans for the class to which they are assigned. Lesson plans may be found in the Substitute Teacher Information Packet, in the classroom, or uploaded to the assignment viewable online. In the event the substitute teacher is unable to locate the teacher's lesson plan they are instructed to contact the main office.

Take Attendance

Substitute teachers are expected to take attendance. Attendance is to be recorded at the beginning of each period within the first 5-10 minutes of class.

Preferred Name Indicator – A student's preferred name will appear in parentheses on the attendance sheet. When taking attendance, the student's preferred name should be used, not their legal name.

Attendance procedures are documented on the assignment schedule. For procedures on turning in completed/signed attendance records please check in with the school site administrative assistant.

Attendance sheets may be found in the Substitute Teacher Information Packet or on the teacher's desk. If attendance sheets are not available, use the seating chart/roll sheet left by the teacher, or call the main office.

Assignment Report – Substitute Teacher Report to the Teacher

Substitute teachers are expected to complete an Assignment Report for the teacher regarding what was accomplished in class, a description of problems that may have occurred and resolutions to said problems.

The form has a section to report the general behavior of the class, the names of students especially cooperative or uncooperative, names of students who were absent or tardy, and names of students to whom hall passes were issued.

Substitute teachers are required to complete and submit the Assignment Report to the school site administrative assistant at the end of their assignment.

The Assignment Report form may be found in the Substitute Teacher Information Packet. If you are unable to locate the form, please contact the main office.

Classroom Management

Substitute teachers are expected to maintain normal classroom routines and discipline procedures; to reinforce the regular teacher's rules if possible.

- Maintain a professional and positive attitude.
- Establish a positive climate.
- Remain in the classroom until all students have been dismissed.
- Do not dismiss the students earlier than their scheduled release times.

Student Discipline Problems/ Student Behavior Referral

We expect our students will treat you as a guest in our school. If you have a student who is disruptive, please call the Dean of Students Office. The telephone extension number may be found on the assignment schedule.

Let the Dean know you are sending a student to them. A referral needs to accompany the student to the office. If you need a referral form contact the main office. If you need a campus aide to escort the student, please let the Dean know when you call.

Substitute teachers are expected to record the names of students issued a referral on the assignment report.

Student Tardy Policy

Students are tardy if they are not in their classroom seat when the last bell rings or if they arrive late without a pass. Students are late for PE if they are not in the locker room when the last bell begins to ring and if they are not present when the instructor commences roll call. Substitute teachers are expected to record the names of students who are tardy to class on the assignment report.

Issuing Hall Passes

All students must have a hall pass when they are out of class during instructional time. Most restroom, health aide, counselor, and locker needs should be taken care of between class periods. Substitute teachers are expected to record the names of students issued a hall pass on the assignment report.

- Document the time the student left the classroom. If they are not back in the classroom within 10-15 minutes call the main office.
- Students should be released **one at a time** for restroom purposes.
- Try not to let the students go to the restroom within the first or last 10 minutes of class.

If a student informs you they are ill, issue them a hall pass and send them to the Health Office. It is a good idea to follow-up with a phone call to the Health Office. The telephone extension number may be found on the assignment schedule.

Remain on Campus – Be Available

Remain on campus for the duration of your assignment. In the event an emergency arises, you must notify school site administration. Your assignment end time will be edited.

Assignments may include one or two non-instructional periods (PREP & PRP). Substitute teachers **must be available during non-instructional periods** and may be assigned to fill in for another class.

In the event you arrive at a school site and your services are not needed, you must be available to go to another school site if there is a need.

End of the Day – Sign/Clock Out

- *Leave the classroom the way you found it* - Ensure all computers have been properly put away. No items should be rearranged or taken from the classroom.
- *Close windows and lock the door*.
- *Turn in* – Classroom key, completed assignment report, and computers to the main office.
- *Sign/Clock Out* – Sign Out on the Substitute Sign Out Sheet & clock out by swiping your barcoded ID badge at the Kiosk (web-clock) station.

Bell Schedules

Bell schedules may be found on the website of each School Site.

Professional Standard

- Be on time to each class.
- Wear your badge and clock-in and out.
- Remain in the classroom and do not leave students unsupervised.
- Dress professionally.
- Follow the lesson plans.
- Maintain a professional and positive manner. Avoid making negative comments on anyone in the school community, or making any discriminatory statements based on race, gender, religion, political views or disability. Avoid ridicule and sarcasm.
- When you come across any personal information related to the students and other staff during your assignment, please keep the information confidential.
- No smoking and use of any alcohol and drugs in the school site area, including the field and the parking lot.
- Do not touch the students, unless the students are in imminent danger and you should report the incidence to the Site Administrator afterwards.
- Do not conduct personal business during the class time, such as making personal calls, texting, picking up new assignments from your Frontline, reading a book or newspaper, using our District Wi-Fi with your personal or District devices for any non-school related business.
- Cell phones should be stowed away and on silent mode during work hours. No picture-taking or video-making of students or any school activities.
- While you are on an assignment, do not have any private visitors to meet you at the school site. Substitutes may meet them during the lunch break off campus.
- If substitutes need to leave the campus during the prep periods, please check in the Office before you leave. The Admin Assistant may need you to cover another class, and if there is any emergency, the Office needs to make sure that you are safe and where you are.

General Information

Change of Mailing or Email Address

District employees are expected to notify the District of a change of address or change in email address.

Direct Deposit – Employee Self Service

Employees must have an Authorization Agreement for Direct Deposit on file. The first payroll period will be a check. The second payroll period will be a direct deposit. Employee Self Service gives employees direct access to their payroll data via the web.

Employees can review, print, or save their latest pay stub or annual W-2 tax form at their convenience from home. Pay information is available for the current calendar year plus two historical years. W2 information is available for five calendar years.

Dress and Grooming (Board Policy 4119.22)

The Board of Trustees believes that appropriate dress and grooming by District employees contribute to a productive learning environment and model positive behavior. During school hours, substitute teachers shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students.

Employee Use of Technology

The District provides technology including computers, networks, information systems and Internet services primarily for the purpose of achieving the District's goals and accomplishing its educational and organizational purposes.

The use of District technology, including email and Internet services, does not create any expectation of privacy. The District reserves the rights to monitor any information created, accessed, sent, received and/or stored in any format by any District employee on District equipment or any equipment connected to the District's network. Monitoring may occur at any time without advance notice or consent. Passwords, which allow access to networks, data, and/or email, need to be kept private at all times. Employees should have no expectation that any communications made using the District's information and communication systems and equipment are exempt from monitoring or access by the District.

All District technology is the property of the District. All information produced or made available through the use of District technology is the property of the District. The use of District technology for any purpose including access to student information is a privilege. It is the express responsibility of the employee to maintain security, privacy and confidentiality of student/employee information.

The District's Administrative Regulation (AR) 4040 is accessible to all employees on the District's website

Equal Opportunity Employer

The San Mateo Union High School District is an equal opportunity employer in that our policy, in accordance with Federal and State laws, prohibits employment discrimination solely on the basis of a person's race, color, creed, sexual orientation, sex, marital status, or disability except where a reasonable bona fide occupational qualification exists. The District complies with the rules and regulations contained in Title VII of the Civil Rights Act of 1965, Title II of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Evidence of Tuberculosis Clearance: Job-Related Requirement

No applicant shall be initially employed in a classified or certificated position unless, within the past 60 days, he/she has submitted to an intradermal tuberculin skin test or other approved tuberculin test and, if that test was positive, has subsequently obtained an x-ray of the lungs. The applicant shall submit to the District a certificate signed by an authorized health care provider indicating that he/she is free of active tuberculosis. The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

Every District employee who tests negative shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Board of Trustees upon recommendation of the county health officer, for as long as the employee's test remains negative.

Online Training Plan: Job-Related Requirement

Substitute teachers are required to complete the District mandatory training before they are hired.

All returning substitute teachers are required to complete the annual training plan within six weeks of the start of the new school year. Any substitute unable to complete the mandatory training by the deadline will have their Frontline account suspended.

Paid Sick Leave

A qualifying substitute employee: an employee who has worked for the District for at least 30 days within the school year and satisfied the 90-day employment period.

All qualifying substitute employees must be scheduled to work to take paid leave. You may take paid leave for yourself or a family member for preventive care or care of an existing health condition or for specified purposes; if you are a victim of domestic violence, sexual assault or stalking. Family members include your parent, child, spouse, registered domestic partner, grandparent, grandchild, and sibling. Preventive care would include annual physicals or flu shots. Paid sick leave is limited to 40 hours (or 5 days) and may be used in increments of two hours or greater.

Substitute employees must provide reasonable advance notice or as soon as practicable and notify the Human Resources Department no later than 6:30 a.m. on the day of the absence.

Notification preferred by email to Waitak Woo, H.R. Assistant at wwoo@smuhsd.org. You may also notify us by calling (650) 558-2464. Notification on your intent to use your available sick leave must include the

assignment you are scheduled to work (date, teacher name, school site, and confirmation number) and whether or not the absence is for yourself or a family member. If paid sick leave is for a family member, please state their name and relationship. After you have notified the Human Resources Department of the assignment you were scheduled to work, and your intent to use your available sick leave, please cancel your assignment in Absence Management Formerly Aesop.

Sick leave benefits will be based upon the substitute employee's current regular rate of pay. Unused sick leave shall not carry over to the following year of employment. All sick leave hours shall be zeroed out each year on June 30. Unused sick leave will not be paid at the end of the school year or at the end of employment. *For purposes of long term single substitute teacher assignments, using sick leave benefits is not considered a break in consecutive days.*

Photo ID Badge

All District employees are issued a SMUHSD ID badge (photo ID Card) to promote staff safety and security. Substitute teachers are expected to visibly display their ID badge while on campus. The ID badge may only be used by the individual to whom it was issued. If your ID badge is lost or stolen, please report to the Human Resources Department to obtain a replacement card.

Retirement System

For your position as a certificated substitute teacher, you may elect to become a member of the California State Teachers' Retirement System (CalSTRS) by completing CalSTRS Retirement System Election Form (ES 0372). After 100 days (600) hours of substitute teaching at the San Mateo Union High School District in the same school year, you will become a Mandatory Member and State Teachers' Retirement will deduct your earnings from that date forward.

Student and Employee Contacts

Employees of a school district should expect to have regular interaction or be in contact with students. Interactions with students should be conducted in a highly professional manner. Should a student persistently demand attention that is inappropriate a report shall be made to your immediate supervisor or the Human Resources Department.

Drug and Alcohol-Free Workplace (BP 4020)

The Board of Trustees believes that the maintenance of a drug and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment. Employees must report to work in a condition fit to perform job duties and not under the influence of alcohol, controlled substances or illegal drugs. Employees must comply with all SMUHSD policies, rules and regulations governing substance abuse.

The District's Drug and Alcohol Free Workplace Board Policy (BP) is accessible to all employees on the District's website.

Tobacco-Free Schools (AR 3513.3)

The Board of Trustees recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with District goals to provide a healthy environment for students and staff. The Board prohibits smoking and/or the use of tobacco products at any time in District owned or leased buildings, on District property, and in District vehicles. The District's Tobacco-Free Schools Administrative Regulation (AR) 3513.3(a) is accessible to all employees on the District's website.

Universal Precautions - Bloodborne Pathogen Exposure Prevention

It is the intent of the San Mateo Union High School District to provide a safe and healthy work environment for all of its employees by minimizing exposure to Bloodborne Pathogens (BBP).

Even though your position with the District may not be required to handle blood and body fluids as part of your job, you need to be prepared. Chances are that at some point you will come into contact with blood,

vomit and other body fluids in a school environment. Universal Precautions - Bloodborne Pathogens standard operating procedures are accessible to all employees on the District's website.

Title IX: Legal Protection Against Harassment

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Learn more about Title IX and Sex Discrimination enforced by the Office for Civil Rights (OCR) at U.S. Department of Education.

Rights of Victims of Domestic Violence, Sexual Assault and Stalking

Your Right to Take Time Off:

- You have the right to take time off from work to get help to protect you and your children's health, safety or welfare. You can take time off to get a restraining order or other court order.
- If your company has 25 or more workers, you can take time off from work to get medical attention or services from a domestic violence shelter, program or rape crisis center, psychological counseling, or receive safety planning related to domestic violence, sexual assault, or stalking.
- You may use available vacation, personal leave, accrued paid sick leave or compensatory time off for your leave unless you are covered by a union agreement that says something different. Even if you don't have paid leave, you still have the right to time off.
- In general, you don't have to give your employer proof to use leave for these reasons.
- If you can, you should tell your employer before you take time off. Even if you cannot tell your employer before, your employer cannot discipline you if you give proof explaining the reason for your absence within a reasonable time. Proof can be a police report, court order or doctor's or counselor's note or similar document.

Your Right to Reasonable Accommodation:

You have the right to ask your employer for help or changes in your workplace to make sure you are safe at work. Your employer must work with you to see what changes can be made. Changes in the workplace may include putting in locks, changing your shift or phone number, transferring or reassigning you, or helping with keeping a record of what happened to you. Your employer can ask you for a signed statement certifying that your request is for a proper purpose, and may also request proof showing your need for an accommodation. Your employer cannot tell your coworkers or anyone else about your request.

Your Right to Be Free from Retaliation and Discrimination:

Your employer cannot treat you differently or fire you because:

- You are a victim of domestic violence, sexual assault, or stalking.
- You asked for leave time to get help.
- You asked your employer for help or changes in the workplace to make sure you are safe at work.

You can file a complaint with the Labor Commissioner's Office against your employer if he/she retaliates or discriminates against you.

For more information, contact the California Labor Commissioner's Office. We can help you by phone at 213-897-6595, or you can find a local office on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. If you do not speak English, we will provide an interpreter in your language at no cost to you. This Notice explains rights contained in California Labor Code sections 230 and 230.1. Employers may use this Notice or one substantially similar in content and clarity.

Administration of Epinephrine - Auto Injector (EAI)

Current law (SB 1266) requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe reaction which can occur after exposure to an allergen, an insect sting, or even (though rarely) after exercise. Without immediate administration of epinephrine and summoning Emergency Medical Services (911) this type of reaction is potentially life-threatening. Certain individuals may experience anaphylaxis that have no previously known history of an allergy and therefore may not have their own prescription.

Legislation allows for trained volunteers to administer an epinephrine auto-injector to an individual who is exhibiting potentially life-threatening symptoms of anaphylaxis after exposure or ingestion of an allergen. Training will be provided to the volunteer on signs and symptoms of anaphylaxis, how to administer an epinephrine auto-injector, calling EMS (911), and procedure for documentation or other actions required.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

If you are willing to be identified as a volunteer and be trained, please complete the “Volunteer Agreement and Indemnification” form on the following page and submit it to Monique Castellon, Executive Coordinator, Human Resources and Student Services at the District Office.

The District’s Administrative Regulation (AR) 5141.21 Administering Medication and Monitoring Health Conditions may be found in the Certificated Annual Employee Notifications, located on our website.

San Mateo Union High School District

Randall Booker, Superintendent
Yancy Hawkins, CPA, Associate Superintendent Chief Business Officer
Kirk Black, Ed.D., Deputy Superintendent Human Resources & Student Services
Julia Kempkey, Ed.D. Associate Superintendent of Curriculum and Instruction

Annual Notice: Volunteer Agreement & Indemnification

Administration of Epinephrine Auto-Injector (EAI)

This is a routine request for employees who wish to volunteer to administer an emergency anaphylaxis medication to individuals experiencing a severe allergic reaction. This emergency anaphylaxis medication is an FDA approved, pre-dosed, intramuscular injection that reduces the severity of an anaphylactic reaction.

Any agreement by an employee to administer an EAI is voluntary.

Training Information

School personnel working with individuals who require assistance with severe allergic reactions during the school day shall receive formal training provided by a nurse or other qualified person. Training will be provided to the volunteer on signs and symptoms of anaphylaxis, how to administer the epinephrine auto-injector, calling EMS (911) and any follow up documentation or actions required.

Indemnification

Staff members who volunteer to be trained are protected under the law (***EC 49414(j))*** and will be provided defense and indemnification by the School District, San Mateo County Office of Education, or charter school for any and all civil liability.

This notification is provided annually to all staff. If you are willing to be identified as a volunteer and be trained to administer Epinephrine Auto-Injector (EAI), please complete the following information and submit it to Monique Castellon, Executive Coordinator, Human Resources/Instruction at the District Office.

Name: _____ Position: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

If You Test Positive for COVID

SMUHSD continues to follow the CDPH's COVID-19 Isolation Guidance for all students and staff. Stay home if **you have COVID-19 symptoms**, until you have not had a fever for 24 hours without using fever reducing medication AND other COVID-19 symptoms are mild and improving.

Mask when you are around other people indoors for the 10 days after you become sick or test positive (if no symptoms). Day 0 is symptom onset date or positive test date. Additionally, please see further instructions below:

Staff: Complete the COVID Staff Reporting Form. Contact your supervisor to alert them to your absence. Enter your absence into Aesop. Details that will be needed include the following:

- Date Symptoms started
- Date you tested (swab date, not results date)
- Last day on campus
- Anyone in your household attend or work at any of our sites? Please list names and locations

Students: Complete your school's Attendance Reporting Form. Email your school's Health Aide and provide:

- Date symptoms started
- Date you tested (swab date, not results date)
- Last day on campus
- Anyone in your household attend or work at any of our sites? Please list names and locations

POSITIVE TEST - Reach out to your medical provider right away about medicines to fight COVID-19. Medicines are safe and effective in preventing severe symptoms. **If you are uninsured or cannot reach a medical provider, get a FREE telehealth visit online at sesamecare.com/covid or call 1-888-897-1244.**

Stay Home if you Get Sick

Stay Home if you are experiencing COVID symptoms or have tested positive for COVID. If your test is negative but you continue to have symptoms, test again 24-48 hours later. Please also refer to the CDPH's When to Keep Your Child Home from School for other symptoms.

COVID Testing

SMUHSD will prioritize at-home rapid antigen testing this year and will have minimal on-site testing. Please stop by your health office or District Office to access free COVID tests.

Exposure notifications

CDPH continues to recommend that schools consider a general notification to the entire school community during times of elevated community transmission of COVID-19. Community notification of increased transmission can serve as a reminder to monitor for symptoms, use available rapid testing/treatment options, and prevent further spread.

The District will notify staff members in compliance with Cal-OSHA of possible exposures to COVID-19. This means that staff will be notified when there is a confirmed positive case on their campus or work location. These notifications will be disseminated weekly to your email and/or text via our communications system, ParentSquare.

Facemasks

The San Mateo Union High School District follows the guidance of the California Department of Public Health and San Mateo County regarding face masks. Masks are available in the health office and by request. Students and staff returning after a recent positive test should continue to wear a mask for a full 10 days while indoors.

Vaccinations

The District continues to encourage all eligible individuals to get the COVID vaccine and booster. Visit myturn.ca.gov to find a free vaccine near you today. For more information about the safety and effectiveness of vaccines visit the CDPH's website.

Certificated Employee Notifications

In addition to this Handbook the District is required by law, to provide annual notifications to its employees outlining certain specific policies and regulations. The District has produced a concise reference document of Certificated Employee Notifications 2026-2027 that employees may access on the District's website https://www.smuhsd.org/departments/human-resources/substitute-teaching.

Below are references to employee notifications included in this Handbook. The references are not intended to be all inclusive. The District reserves the right to add, delete, or suspend, and/or modify policies, and replace policies, procedures, and practices.

Code of Ethics of Education Profession (E 4119.21)
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.
The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, or parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.
The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Professional Standards (BP 4119.21/4219.21/4319.21)
The Board of Trustees expects District employees to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate.

Child Abuse Prevention (AR 5141.41)
The District's Administrative Regulation defines sexual abuse, sexual assault, and school adult. In order to protect both students and school adults from unwanted physical contact or allegations or sexual misconduct, guidelines are established and are to be followed when working with students.
Electronic communications provide a venue for private communication between school adults and students. For everyone's protection, the District stresses transparency in and judicious use of all electronic communication.

Child Abuse Prevention and Reporting (Mandated Reporter) – (AR 5141.4)
Under AB 1432, school districts are required to provide child abuse reporting training to all employees annually. Each employee must submit proof that he or she has completed the training within the first six weeks of each school year. Additionally, any new employees hired during the school year must complete the training and provide proof of completion within the first six weeks of their employment.
The Suspected Child Abuse Report Form SS 8572, definitions and general instructions for completion of Form SS 8572 is included in this handbook an accessed to all employees on the District's website.

Contracts (AR 4112.1)
When initially employed, certificated employees shall receive a written statement of their employment status and salary. In the case of temporary employees, this statement shall clearly indicate the temporary nature of the employment and the length of time for which the person is being employed. (Education Code 44916)

Distance Learning (BP 6157)
The Board of Trustees recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to

widespread illness, natural disaster, or other emergency.

District Sponsored Social Media – Community Relations (BP 1114/AR 1114)
The Board of Trustees recognizes the value of technology such as social media platforms, in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the District's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

Family Care and Medical Leave (AR 4161.8/ 4261.8/ 4361.8)
The district shall not deny any eligible employee the right to family care or medical leave pursuant to the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), or to Pregnancy Disability Leave (PDL), when an employee is disabled by a pregnancy, childbirth, or related medical condition. The district shall not interfere with, restrain, or deny the exercise of an employee's right to any such leave, nor shall the district discharge, discriminate against, or retaliate against an employee for taking such leave, opposing or challenging an unlawful employment practice in relation to any of these laws, or being involved in any related inquiry or proceeding.

Injury and Illness Prevention Program
The District has a long-standing philosophy of taking pride in its practices to ensure the safety, health and well- being of all its employees. The District's Illness and Injury Prevention Program (IIPP) is included in this Handbook and serves to outline the District's commitment to this philosophy and provide guidance to all employees. The District expects its employees to adhere to the expectations and requirements of the IIPP.

Lactation Accommodation (BP 4033)
The Board of Trustees recognizes the immediate and long-term health benefits of breastfeeding and desires to provide a supportive environment for any district employee to express milk for an infant child upon returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/ or retaliation against any district employee for seeking an accommodation to express breast milk for an infant child while at work.

Maintaining Appropriate Adult-Student Interactions (AR 4119.24)
The Board of Trustees desires to provide a positive school environment that protects the safety and well-bring of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the education setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Oath or Affirmation – Disaster Service Workers (AR 4112.3/4212.3/4312.3)
All District employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the District. In the event of a natural, manmade, or war-caused emergencies which result in conditions of disaster or extreme peril to life property and resources all District employees are subject to disaster service activities as assigned to them by their supervisors or by law (Government Code 3100-3102). The District's Administrative Regulation (AR) 4112.3 is included in this Handbook.

Prevention of Sexual Misconduct and Abuse in Schools (AR 5141.43)
In order to protect both students and School Adults from unwarranted physical contact or allegations of sexual misconduct, guidelines are established and are to be followed by all School Adults when working with students, on- or off-campus.

Racial Equity (BP 0415.1)
The Board of Trustees seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity.

Sex Discrimination and Sex-Based Harassment (BP 4119.11)
The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual Harassment (AR 4119.11/ 4219.11/ 4319.11)
The Board of Trustees prohibits sexual harassment of District employees. The Board also prohibits retaliatory behavior or action against District employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all District employees and, when applicable, to interns, volunteers, and job applicants.

Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (AR 4119.12/ 4219.12/ 4319.12)
An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, 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.

Uniform Complaint Procedures – Community Relations (AR 1312.3)
Except as the Governing Board may otherwise specifically provide in other District policies, the uniform complaint procedures (UCP) shall be used to investigate and resolve only complaints specified in Board Policy (BP) 1312.3.

Work Related Injuries (BP 4157.1/4257.1/4357.1)
The Board of Trustees desires to provide its employees with insurance and workers' compensation benefits in accordance with law. An employee shall report any work-related injury or illness to his/her supervisor as soon as practicable. The District's Board Policy (BP) 4157.1 is included in this Handbook.

Working Remotely (BP 4113.5/4213.5/4313.5)
The policy addresses issues applicable to employees who work from home or another remote location, whether due to a school closure. Clarifies that there is no entitlement to work remotely and that employees who are granted the ability to work remotely are subject to the same compensation benefits or other terms and conditions of employment appropriate for the position. The District's Board Policy (BP) is included in this Handbook.

CODE OF ETHICS FOR EDUCATORS

Preamble

The National Education Association (NEA) believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents/guardians, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics for Educators indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

The following exhibit reproduces the Code of Ethics for Educators adopted by the National Education Association in 1975. The Code was revised in 2020 to use the broader term "educator." This code is used by the California Teachers Association and is distributed to teachers in the CTA Handbook.

The educator strives to help each student realize the student's potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning

2. Shall not unreasonably deny the student access to varying points of view

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety

5. Shall not intentionally expose the student to embarrassment or disparagement

6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:

    a. Exclude any student from participation in any program
    Deny benefits to any student

    b. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage

8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications

2. Shall not misrepresent the educator's professional qualifications

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position

5. Shall not assist a noneducator in the unauthorized practice of teaching

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

7. Shall not knowingly make false or malicious statements about a colleague

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 2020

Policy 4119.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 04/16/2026 **| Last Reviewed Date:** 04/16/2026

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.
Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

Policy 4219.21: Professional Standards

Status: ADOPTED

Original Adopted Date: 04/16/2026 **| Last Reviewed Date:** 04/16/2026

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Inappropriate Conduct

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Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
   Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

4. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

5. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

6. Willfully disrupting district or school operations by loud or unreasonable noise or other action

7. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

8. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

9. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

10. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

11. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

12. Causing damage to or engaging in theft of property belonging to students, staff, or the district

13. Wearing inappropriate attire

14. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

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Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

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Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

    Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

Regulation 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED

Original Adopted Date: 12/18/2025 **| Last Reviewed Date:** 12/18/2025

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and

experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):Child Protective Services
555 County Center, 2nd Floor
Redwood City, CA 94063-1654
(650) 595-7922
(866) 366-8221

1. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

2. The selected person shall not participate in the interview

3. The selected person shall not discuss the facts or circumstances of the case with the child

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any

other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

   Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Regulation 5141.41: ^Child Abuse Prevention

Status: ADOPTED

Original Adopted Date: 09/14/2017 **| Last Reviewed Date:** 09/14/2017

Definitions

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Perpetrators may trick or force victims into gradually engaging in sexual activity. Perpetrators of ongoing sexual abuse often control the child/youth through secrecy, shame, or threats. Sexual contact between children and adults or older youth is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The perpetrator usually takes advantage of the victim's vulnerability.

School Adult refers to a person employed by, working in conjunction with or associated with school activities usually in supervisory capacity (teacher, coach, activity leader) but can also be a support person (aide, volunteer, chaperone) for school-related activities on- or off- campus. This Administrative Regulation applies to School Adults to the extent they are acting in the course and scope of their employment, volunteer, or other relationship to the District. For example, this Administrative Regulation would not preclude a District employee who has children attending school in the District from having their child's friends who are also District students over to their house for a playdate or sleepover. Contact your supervisor if you have any questions regarding the application of this Administrative Regulation.

School Adult Relationships with Students

In order to protect both students and School Adults from unwarranted physical contact or allegations of sexual misconduct, the following guidelines are established and are to be followed by all School Adults when working with students, on- or off-campus.

1. Physical Interactions - the following are examples, but not an exhaustive list of appropriate and inappropriate behaviors:

Appropriate Physical Interactions

- Side hugs; shoulder-to-shoulder hugs
- Pats on the shoulder or back
- Handshakes
- High-fives and hand slapping
- Verbal praise
- Pats on the head when culturally appropriate
- Touching hands, shoulders, and arms
- Arms around shoulders
- Holding hands (with young students in escorting situations)

Inappropriate Physical Interactions

- School Adult-initiated hugs*
- Kisses
- Showing affection in isolated areas away from others
- School Adult sleeping in a bed with a student
- Allowing students to sit on School Adult's knees/lap*
- Wrestling
- Piggyback rides
- Tickling**
- Massage given by or to a student**

- Any form of affection that is unwanted by the student or the School Adult
- Touching bottom, chest, or genital areas***

* Hugs and sitting on a School Adult's lap/knee may appropriate with young children (Pre-K - kindergarten). When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.

** This does not apply to those students who need tickling, light massage or shoulder compressions for sensory issues, and as included in their behavior plans or IEPs. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.

*** This does not apply to School Adults who are providing assistance to students with self-care or toileting, as needed. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.

2. Verbal Interactions

School Adults are expected to refrain from speaking to students in a way that is harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. School Adults must not initiate sexually oriented conversations with students or discuss their own sexual activities with or near students. The following list are examples, but not an exhaustive list of appropriate and inappropriate behaviors:

Appropriate Verbal Interactions

- Positive reinforcement
- Appropriate jokes
- Encouragement
- Praise

Inappropriate Verbal Interactions

- Name-calling
- Discussing sexual encounters
- Involving students in the personal problems or issues of School Adults
- Secrets
- Cursing
- Off-color or sexual jokes, sexual innuendo
- Shaming
- Belittling
- Derogatory remarks
- Harsh language that may frighten, threaten or humiliate students
- Derogatory remarks about the student or his/her family

3. One-on-One Interactions

Many cases of abuse or allegations of abuse occur when an adult is alone with a student. The District seeks to reduce these situations and recommends that School Adults avoid private one-on-one interactions unless approved in advance by the school administration.

In situations where one-on-one interactions are approved or unavoidable, School Adults should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

Additional Guidelines for One-on-One Interactions

- In most situations, one-on-one meetings with students should occur in a public place where you are in full view of others. Never meet with any student behind a locked door.

- If meeting in a classroom or office, leave the door open or move to an area that can be easily observed by others passing by.

- The District recognizes that various functions performed by certain employees, (e.g., counselors, psychologists, therapists, persons assisting students with hygiene care, etc.) necessitate private meetings with students. Such School Adults should exercise professional judgment to determine when it is appropriate to meet with a student in a

private setting, consistent with the norms and expectations of that profession.

· Avoid physical interactions that can be misinterpreted.

· Inform others (i.e., administrators, other School Adults) that you are alone with a student and ask them to randomly check in. When appropriate, consider having a second School Adult present nearby or within hearing distance.

· Document and immediately report unusual incidents, including disclosures of abuse or maltreatment, injuries, or interactions that might be misinterpreted.

· Immediately inform the top administrator at your site if you observe any School Adult violating these rules.

4. Off-Campus Contact

Many cases of abuse or allegations of abuse occur off campus, after school, and during school vacation periods. Contact outside of regularly scheduled school activities and hours may put School Adults, students, and the District at increased risk. In particular, inviting or allowing students to be present in School Adults' homes creates an unacceptably high risk of liability.

Appropriate Outside Contact

· Taking groups of students on an outing, with normal field trip permissions and supervisory protocols in effect

· Attending sporting activities with a group of students, again with appropriate field trip permission forms

· Attending functions at a student's home, with parents present

· Home visits, with parents present

Inappropriate Outside Contact

· Taking any student on an outing without written permission from the parent/guardian. No one-on-one outings should be permitted

· Visiting one student in the student's home, without a parent/guardian present

· Entertaining a student or students in the home of a School Adult with or without a parent or other adult present

· A lone student spending the night with a School Adult

When outside contact is unavoidable, ensure that the following steps are followed:

a. Supervisors should identify for School Adults what types of outside contact are appropriate and inappropriate.

b. Ensure that School Adults have parent/guardian permission to engage in outside contact with the student and that school administrators are aware of the outside contact.

5. Electronic Communications

Electronic communications provide a venue for private communication between School Adults and students. For everyone's protection, the District stresses transparency in and judicious use of all electronic communications and recommends adherence to the following guidelines:

Appropriate Electronic Communications

· Sending and replying to text messages from students ONLY when copying a supervisor and/or the student's parent

· Communicating through "group pages" on Facebook or other designated public forums. In no circumstances should a School Adult post any items on these public pages that would be seen as derogatory or harassing. School Adults who post on such sites should immediately contact their supervisor to report any inappropriate postings by students or School Adults.

· "Private" profiles for School Adults which students cannot access. However, School Adults should be aware that social media sites have been criticized for changing privacy settings to make it increasingly difficult to keep items private.

· Communications for school related work regarding assignments, activities etc. from a school account or from a school adopted platform.

Inappropriate Electronic Communications

· Harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning or humiliating comments

· Sexually oriented conversations (explicit and implicit)

· Private messages between School Adults and students from private accounts and/or unrelated to school assignments/activities

· Posting inappropriate comments or pictures

· Posting pictures of students without written parental consent

6. Gift Giving

School Adults should refrain from giving gifts to individual students. Gift giving will only be allowed under the following circumstances:

a. A whole class/group receive similar gifts at the same time (pencils, etc…)

b. Administration must be made aware of and approve a gift to an individual or smaller group of students, and

c. Parents must be notified.

Supervision of School Programs

The District recognizes that appropriate monitoring and supervision are critical functions of abuse prevention and provide protection to students, School Adults, and the District. When interactions are monitored, allegations of abuse or wrongful acts are more easily prevented and accurately investigated and resolved. The District seeks to employ the following practices to ensure that all School Adults understand their role in this process.

1. General Supervision

a. Administrative and Supervisory Visits to School Programs - Supervisors and school administrators will regularly visit all school programs occurring throughout the day to ensure that activities are well-managed and that school policies are observed.

b. Mixed Age Groups - (In most incidents involving one child abusing another child, the children are from different age groups.) Close line-of-sight supervision will be used when monitoring programs that mix age groups. Examples of particular times and campus locations where mixing age groups typically occurs include:

1) Locker rooms
2) Lunch times
3) Recess
4) Before and after school.

2. Facility Monitoring

Guidelines for Facility Monitoring

· Unused rooms, storage areas, and closets should be kept locked at all times.

· Unused buildings and areas should be designated, posted, and enforced as off-limits to students.

· Students should remain in facility areas that are easily viewed by School Adults.

· Classrooms, meeting rooms, and any rooms where students have access should have windows that permit observation. Door windows should remain free of paper and items that may block visibility to the outside (i.e., artwork on windows should not prevent informal monitoring by passersby).

· Stage curtains should remain open.

· Access to keys should be controlled for all facility areas.

3. Monitoring Higher Risk Activities

a. Bathroom Activities

Many instances of abuse/assault in schools occur in bathrooms. School Adults should be aware of their school's unique bathroom policies.

i. General Procedures

1) If privacy can be preserved, the bathroom doors should remain open.

2) Instruct students which bathrooms to use.

3) School Adults and adult visitors should use adult-only designated bathrooms especially on days/times when student activities are taking place.

b. Locker Room Activities

When schools employ showering practices, School Adults and students must shower at different times. Create schedules that will permit supervision of the students while School Adults shower. Ensure that only one student is in each shower. Consider installing shower curtains that do not go all the way to the floor, so that School Adults can easily see how many students are in each shower stall.

While students change clothes and/or shower, School Adults should supervise in a way that balances student privacy with the need for appropriate supervision.

c. Transition and Free Times (including before and after school)

To decrease the risk of incidents during transition and free times, implement the following supervision guidelines:

i. Designate certain areas at school as off-limits during these times by setting specific and narrow geographic boundaries in the program areas.

ii. Depending on the age of students, consider assigning School Adults to specific areas to supervise during transition and free times. This "zone monitoring" ensures that all accessible areas are monitored. Assign more School Adults to high-risk areas and activities (i.e., playgrounds, isolated areas, etc.).

1) For example, in schools with playground areas, assign School Adults to certain "zones" and around the perimeter of the area. If the playground includes play structures that limit line-of-sight supervision (such as tunnels, slides, or jungle gyms), assign School Adults to these areas as well. School Adults should not be standing or sitting in groups while students play on the playground.

iii. Consider creating specific bathroom procedures during transition times and free times, including designating which bathrooms will be available to students. School Adults should be posted at (or responsible for spot-checking) each available bathroom to actively monitor the students.

iv. Encourage supervisors to conduct periodic sweeps of the entire activity area. If students are lingering outside of the planned activity area, the supervisor should encourage these students to return to the designated areas.

v. Encourage the presence of school site supervisor during transition and free times (including before and after school).

d. Evening Events and Activities

Night and evening activities are often high risk because students of mixed ages interact in a less structured environment, often with members of the general public. The following guidelines can help to decrease those risks:

i. Apply the same procedures used to monitor transition and free times, as listed above.

ii. Ensure that School Adults are assigned to supervise specific areas during both night activities and the transition times before and after the events.

a. For example, while students are waiting in a large group before the night activities, school adults should be spread out in a "zone monitoring" formation - i.e., one School Adult in each corner of the area, one or more school adults posted near the exits, etc. This "zone monitoring" ensures that all accessible areas, adults, and students are monitored.

iii. Consider whether the presence of an administrator or supervisor during night activities is needed.

e. Transporting Students

Transporting students may increase the risk of abuse or false allegations of abuse because School Adults may be alone with a student or may make unauthorized stops with a student, e.g., to the School Adult's home.

When transporting students, School Adults should adhere to the following:

i. Administrators are notified.

ii. When possible, the "rule of three" is used when transporting students in vehicles. At least two adults should be present when transporting a single student. At least two students should be present if transported by a single adult.

iii. Students are not transported without written permission from a parent.

iv. Students are transported directly to their destination. No unauthorized stops are made.

v. It is recommended that School Adults document beginning and ending time and the names of students and School Adults who are involved in transportation, purpose of the transportation, and destination.

vi. School Adults should avoid unnecessary physical contact with students while in vehicles. Students should sit in the rear seats.

vii. School Adults should avoid engaging in sensitive conversations with students while transporting them.

When transporting students by bus or van:

i. Determine the number of School Adults necessary to adequately supervise the students (e.g., one School Adult to ten students).

ii. The driver should not be assigned as a supervisor for the students.

iii. School Adults should be randomly seated throughout the bus for easier supervision of students, with at least one School Adult in the front of the bus and one in the far rear. School Adults should sit in the aisle or in an outside seat so they can supervise students on the bus.

iv. On overnight bus or van trips, male School Adults should not sit with female students and female School Adults should not sit with male students. School Adults should not share blankets with students or sleep in the same

seat with a student.

v. Take a head count or roll call before loading and after unloading vehicles.

When public transportation is used:

i. Determine the number of School Adults necessary to adequately supervise students (e.g., one School Adult to ten students).

ii. Students should remain in one area of the bus, if possible.

iii. School Adults that are assigned to a group should remain with that group on the bus.

iv. Take a head count or call roll immediately after entering and leaving the bus.

f. Day Trips, Field Trips, or Outings

Field trips present unique risks for the safety of students. Large groups are difficult to monitor, and students may be more likely to act out sexually in a less structured environment. An ill-intentioned adult may try to arrange to meet with a student. It is important to be aware of these risks and take measures to minimize them.

All field trips or outings must be in compliance with the District's abuse prevention policies. Additionally, all such activities must meet the following guidelines:

i. Obtain written prior approval by a supervisor.

ii. Obtain written parental permission.

iii. Set a ratio for School Adults-to-students. Require at least two unrelated School Adults.

iv. Encourage that students are monitored at all times.

v. When using public bathrooms, School Adults should escort all students to the bathroom as a group.

vi. While supervising or assisting private activities, such as dressing or showering students, School Adults are never alone with a single student.

vii. Specific recommendations for parks, amusement parks, arcades, etc.:

1) If the trip is to a location where students will be interacting in a large space and it is not possible to assign specific School Adults to specific groups of students, then:

· Set boundaries at the location. Assign students to groups and ask that they monitor each other's presence. Younger students will need an adult chaperone to guide their group. Tell the students where they may and may not go. Then post School Adults/ chaperones around the boundaries and at the entrance and exit points.

· Assign remaining School Adults to monitor specific areas. Post at least one School Adult near the bathrooms if possible. School Adults should also be assigned to actively supervise the students.

· School Adults should escort students to the bathroom as a group when possible. School Adults should check the bathroom prior to the students going in, to ensure other adults are not inside. If possible, the School Adult should wait until other adults are no longer in the bathroom, and then send in small groups of students. The School Adult should then stand at the doorway and verbally check in with the students to ensure that they are not lingering, and to inform other adults that the students are being supervised.

· When not supervised by chaperones, students should check in at meeting points at least once every hour.

g. Overnight Trips and Events

Overnight stays present unique risks to students and School Adults. They often involve changing clothes, groups of both genders and different ages in a more intimate atmosphere than usual, more unstructured activities, and

increased supervision demands for School Adults.

i. Supervision Guidelines

1) Goals for School Adult ratio on domestic trips are 1:10 and on international trips are 1:6. Actual ratios may need to vary either upward or downward based upon individual trip factors and student ages. Target ratios will be used unless an alternate is approved by the principal.

2) Students should be supervised at all times. They should be accompanied by a School Adult at all times that they are not in their rooms. However, the lead chaperone may designate limited times and areas in which students, on a buddy system basis of two or more students together, may walk around unaccompanied by a chaperone. In all such instances, the lead chaperone must ensure the following:

· Physical boundaries are clearly defined;

· Students check in at meeting points at a minimum of three hour intervals with no one dismissed until all have checked in safely;

· Students should stay within areas accessible to the general public;

· Students who are non-compliant lose privileges; and

· When appropriate, students should have the lead chaperone's cell phone number and the lead chaperone has the students' cell phone numbers.

ii. Sleeping Arrangements

1) Overnight stays at private homes are prohibited.

2) For overnight stays in cabins or group rooms, adhere to the following procedures:

· Supervising School Adults should be placed in bunks to maximize supervision around the cabin and in a way that decreases the chances of students sneaking out (such as by the door). No one adult should be in a cabin alone.

· Prohibit School Adults from changing in front of students.

· Prohibit School Adults from showering with students.

iii. School Adult Guidelines

1) School Adults are on duty at all times. There is no time off on a school trip. School Adults are required to be active supervisors of the students and not passive observers. School Adults are not to be under the influence of alcohol or other drugs while on the trip.

2) All School Adults are to be on duty in the halls or cabins at night until after lights out and all rooms are quiet.

3) School Adults are to regularly check rooms until after lights out. All doors are to remain locked but without security latches over the door so that School Adults can enter with the room key unannounced at any time and students can exit to the hall and find security guard/ School Adults at any time. All keys are to be retained by the School Adults.

Reporting Problems

It is imperative that every School Adult participate actively in the protection of students. In the event that School Adults observe suspicious or inappropriate behaviors on the part of other School Adults, it is their personal responsibility to immediately report their observations.

1. Suspected Abuse by an Adult

a. Employee Response to Abuse

As required by mandated reporting laws, school employees must report any suspected abuse or neglect of a student —whether on or off school property or whether perpetrated by employees or others—to Child Protective Services and/or law enforcement.

Additional Guidelines for Employee Response to Incidents or Allegations of Abuse

· If you witness abuse, interrupt the behavior immediately.

· If abuse is disclosed to you, assure the individual disclosing that he or she did the right thing by telling you.

· Document the incident, disclosure, or circumstances causing your suspicion of abuse.

· It is not your job to investigate the incident but it IS your job to report the incident to your supervisor and CPS or law enforcement in a timely manner.

b. Supervisor and Administrator Response to Abuse

In addition to the above response procedures, supervisors and administrators should ensure the following:

Additional Guidelines for Supervisor and Administrator Response to Incidents or Allegations of Abuse

· Determine the immediate needs of the victim.

· Ensure that the incident has been reported to the proper authorities (CPS and/or law enforcement).

· Remove the accused from access to students.

· Review the file of the accused.

· Gather and document information surrounding the incident.

· Communicate with the authorities as to who will perform the internal investigation. When administrators contact the authorities, the authorities may advise the administrator to perform an internal investigation, or authorities may perform their own investigation. The school will decide how the internal investigation should be completed. If authorities request that the school takes no action, document the request and proceed in accordance with it. If authorities do not request that the school take no action, proceed with an internal investigation or call County Counsel to assist with the investigation.

· If abuse and/or violations of school policies are confirmed, follow the District's disciplinary procedures.

· Notify parents if appropriate.

2. Student-to-Student Sexual Abuse and Sexualized Behaviors

Most serious incidents of student-to-student abuse are preceded by more subtle incidents such as name-calling, taunting, or roughhousing. Interrupting these interactions early and establishing and communicating standards of conduct can keep the school environment safe. The District recognizes that the following interactions are high risk and should be prohibited:

High Risk Student-to-Student Interactions

· Hazing
· Bullying
· Derogatory name-calling
· Games of Truth or Dare
· Singling out one student for different treatment
· Ridicule or humiliation

a. School Adult Response

In the event that a School Adult sees a student exhibit sexualized behaviors or suspects unlawful student-to-student

sexual activity, the School Adult should do the following:

Guidelines for School Adult Response to Student-to-Student Sexual Activity

- Interrupt the behavior and separate the students. Do not investigate.
- Report the behavior to a supervisor or administrator.
- Document your report with factual information only. Opinions should not be included on the incident report.

Again, according to California Mandated Reporting Requirements, some instances of student-to-student sexualized activity must be reported to the authorities.

b. Supervisor or Administrator Response

In the event that a supervisor or administrator receives a report of a student's sexualized behavior or unlawful student-to-student sexual activity, the supervisor should do the following:

Guidelines for Supervisor or Administrator Response to Unlawful Student-to-Student Sexual Activity

- Determine the appropriate administrator to conduct an internal review of the incident.
- Notify the parents of all students involved.
- Notify the authorities if required by mandated reporting laws.
- Document the incident and the school's response.
- Develop a written corrective action or follow-up plan in response to the incident.

c. Organizational Response

After the internal review of the sexualized behavior or unlawful student-to-student sexual activity, the District will determine what can be done to prevent a reoccurrence, such as:

Guidelines for Organizational Response

- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
- Alert others in the organization.

Policy 6157: Distance Learning

Status: ADOPTED

Original Adopted Date: 06/11/2020 **| Last Reviewed Date:** 06/11/2020

The Board of Trustees recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback.

The Superintendent or designee shall review and select distance learning courses, which may include those taught by district staff or others, that are of high academic quality and are aligned with district standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

As needed, the Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement distance learning. The district shall also provide opportunities for teachers to communicate and collaborate with each other to exchange information on effective practices.

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

The district shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

The Superintendent or designee shall assess students' access to technological devices and the Internet and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. To the extent possible, the district shall make technical and academic support available to students.

Teachers shall provide regular communications to students and parents/guardians about expectations, assignments, and available resources to assist the student in successful completion of distance learning coursework.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses.

Regulation 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 01/16/2025 **| Last Reviewed Date:** 01/16/2025

Definitions

Social media means any online platform for collaboration, interaction, or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn.

An official district social media account is an account on a social media platform authorized by the Superintendent or designee.

An account that contains content related to the district or comments about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal account, is not an official district social media account.

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account.

Guidelines for Content

Each official district social media account shall contain content that is useful and appropriate for all audiences.

District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media accounts.

The Superintendent or designee shall ensure that official district social media accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the account's purpose or violation of board policies or administrative regulations.

Each official district social media account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district

2. Users shall use the site only for those intended purposes

3. The account is regularly monitored and any inappropriate interaction will be promptly removed, blocked, or similarly addressed. Inappropriate interactions include, but are not limited to, interactions that:

    a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on district premises, violation of district or school rules, or substantial disruption to the district or school's orderly operation

    b. Are not related to the stated purpose of the account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments prohibited by board policies and administrative regulations

4. Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account

5. The district is not responsible for the content posted by other users or how other users interact with the account

6. The views and comments expressed by other users on the account belong to those users and do not necessarily reflect the views of the district

7. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district

8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media accounts

9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate

10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

District employees who participate in official district social media accounts shall adhere to all applicable board policies and administrative regulations, including, but not limited to, professional standards related to interactions with students.

When appropriate, employees posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media accounts.

Policy 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 01/16/2025 **| Last Reviewed Date:** 01/16/2025

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, board policy, and administrative regulation.

Guidelines for Content

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Official district social media accounts may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content or otherwise engage with an official district social media account in a manner that violates board policies and administrative regulations shall be subject to discipline in accordance with such applicable policies and regulations.

Users of official district social media accounts, and anyone who posts, replies, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted or left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall operate in accordance with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Illness and Injury Prevention Program

San Mateo Union High School District

Randall Booker, Superintendent
Yancy Hawkins, CPA, Associate Superintendent Chief Business Officer
Kirk Black, Ed.D., Deputy Superintendent Human Resources and Student Services
Julia Kempkey, Ed.D., Assistant Superintendent of Curriculum and Instruction

Policy Statement on Safety

The San Mateo Union High School District regards the health and safety of its employees and students as its top priority. The District is committed to maintaining a safe and healthful working environment. Management is expected to provide safeguards, programs, and equipment to reduce the potential for accidents and injuries. The comprehensive Injury and Illness Prevention Program (IIPP) described in this document has been developed and implemented through a coordinated effort of management, employees, and the District Workers' Compensation. Representatives from each of these three groups make up the District's Safety Committee which is the body responsible for the creation of this IIPP.

This IIPP has been designed to prevent workplace accidents, injuries, and illnesses. A complete copy of the program is maintained at the District Office located at 650 North Delaware Street, San Mateo, CA 94401. A copy is also maintained at each school site. Employees may ask to review it at any time. Employees may contact a Human Resources Generalist, 650-558-2246, with any questions or concerns. It is the intent of the San Mateo Union High School District to comply with all laws relating to occupational safety and health. To accomplish this, the District requires the active participation and assistance of all employees.

The policies and procedures contained in the following manual are mandatory. Employees should be constantly vigilant of conditions in work areas that have the potential to produce injuries or illness. No employee is required to work at a job that he or she knows is not safe. Employees should never hesitate to inform their supervisor of any potentially hazardous situation or condition that is beyond their ability or authority to correct immediately. No employee will be discriminated against for reporting safety concerns to management.

It is the responsibility of each employee to support the District Safety Program and to perform their job in a manner that assures his or her own personal safety and the safety of others, including students, parents and visitors. To be successful in this endeavor, all employees at every level must adopt proper attitudes towards injury and illness prevention. Cooperation in all safety and health matters, not only between management and employees, but also between each employee and his or her respective coworkers, is expected and required. Only through such an effort can any safety program be successful. The District's goal is a safety and health program that eliminates or reduces the total number of workplace injuries and illnesses.

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Randall Booker, Superintendent

Injury and Illness Prevention Program (continued)

Introduction

San Mateo Union High School District has a long-standing philosophy of taking pride in its practices to ensure the safety, health and well-being of all its employees. The Injury and Illness Prevention Program (IIPP) is designed to comply with the requirements contained in the Title 8 of the California Code of Regulations, Section 3203 (T8 CCR §3203).

In compliance with California Labor Code Section 6401.7, the District shall establish, implement and maintain an effective injury prevention program. It is the policy of the State of California Division of Occupational Safety and Health Administration (CAL/OSHA) to enforce T8 CCR §1509, pertaining to the Injury and Illness Prevention (IIP) Program in accordance with applicable provisions of the Labor Code and Title 8.

The intent of this program is to prevent and/or minimize the probability of injuries and illness to employees, workers, visitors, and to comply with all applicable federal, state and local health and safety codes. This plan has been adapted from the CAL/OSHA Workplace Injury & Illness Prevention Model Program for non-high Hazard Employers, CS-1 B, Revised August 1995, CAL/OSHA Consultation Service.

Additionally, the program addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at the San Mateo Union High School District.

The District shall make provisions for the safety of its employees consistent with all applicable laws, regulations, and policies, including but not limited to, investigating reports of any unsafe conditions. The District and its employees shall recognize their obligations and/or rights under existing federal and state laws with respect to safety/health matters. No employee is expected or should be directed to do work for which they do not have adequate training and equipment.

Goals

Diligent implementation and oversight of this program will reap many benefits for San Mateo Union High School District. Most notably, it will:

1. Protect the health and safety of employees. Decrease the potential risk of disease, illness, injury, and harmful exposures to district personnel.

2. Reduce workers' compensation claims and costs.

3. Improve efficiency by reducing the time spent replacing or reassigning injured employees, as well as reduce the need to find and train replacement employees.

4. Improve employee morale and efficiency as employees see that their safety is important to management.

5. Minimize the potential for penalties assessed by various enforcement agencies by maintaining compliance with Health and Safety Codes.

Injury and Illness Prevention Program (continued)

Statutory Authority

California Labor Code Section 6401.7.

- California Code of Regulations Title 8, Sections 1509 and 3203.

Responsibility

The Superintendent has appointed Dr. Kirk Black, Deputy Superintendent of Human Resources and Student Services and the Human Resources Generalist as the persons with the authority and responsibility to oversee and provide the implementation of the District's IIPP in conjunction with the District's Safety Committee.

Supervisors or supervisor designees are responsible for training all employees in general safety practices within their department. Documentation of this training shall be submitted to and/or electronically shared with the Human Resources Department and management.

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area, as well as those identified in this Program. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting in a timely manner any unsafe situations or conditions to their supervisor.

Compliance

Compliance with this Injury & Illness Prevention Program will be achieved in the following manner:

1. Site Administrators, Supervisors, and Managers will set positive examples for working safely and require that all staff under their direction work safely.

2. Site Administrators, Supervisors, and Managers will use the California Educational Code and District Policy procedures available to them to ensure that employees follow established safety policies and procedures.

3. Site Administrators, Supervisors, and Managers will identify the resources necessary to provide a safe work environment for their employees.

4. Site Administrators, Supervisors, and Managers will establish appropriate means of recognition for employees who demonstrate safe work practices.

On-the-Job Injuries and Illness

Any job related injury or illness experienced by an employee, regardless of severity, must be reported by the employee immediately to his/her supervisor. Employees shall seek immediate medical assistance if necessary. Supervisors will assist with the arranging of necessary medical assistance and complete an Initial Safety Incident Report. The Report shall be forwarded to the Human Resources Department.

Injury and Illness Prevention Program (continued)

Safety and Health Committee

The San Mateo Union High School District's Safety Committee consists of one (1) employee designated by each of the collective bargaining units and one (1) member designated by the District. This committee may be increased to additional members by mutual agreement. The safety and health committee shall hold meetings at times determined mutually by the committee on a periodic basis. The function of the committee shall be to advise the site(s) and District management concerning issues relative to safety and health. In the discharge of its function, the committee shall consider existing conditions and review reports of accidents and injuries, which have occurred at the site and make appropriate recommendations. Advice from the Safety Committee, together with supporting suggestions, recommendations, and reasons shall be submitted to the District for consideration and for such action as may be considered consistent with the District's responsibility to provide for the safety of its employees.

Identification, Evaluation and Abatement of Workplace Hazards

The District's Safety and Health Committee, working with other staff members, will identify and evaluate workplace hazards. The review may include the following:

- A review of the workplace Injury and Occupational Illness reports on an ongoing basis.
- A physical inspection or review of inspection reports, of work sites including an observation of safety practices and equipment, machinery and safety training.
- Consultation with supervisors to assist in the identification of unsafe work practices, potentially dangerous conditions or equipment, and areas in which employees need safety training.

Inspections

Inspections by supervisors and/or facilities staff shall be conducted on a regular basis.

Accident Investigation

All occupational injury/illness or near miss accidents will be investigated by the District. These investigations will include, but not be limited to:

- Inspection of the injury and accident or illness site;
- An interview with the affected employee; and
- An interview of potential witnesses.

Along with each investigation, a plan to abate hazards and correct unsafe work practices or procedures may be required. Such plans shall include immediate corrections, the provision of employee training, repairing of equipment, cleaning of work areas, and posting of warning notices. All completed steps shall be completed and documented with the dates and locations of the actions. Severe and imminent hazards will be given priority.

When an imminent hazard exists that cannot be immediately abated without endangering employees and/or property, exposed employees will be removed from the area(s), except those necessary to correct the condition. Employees working to correct the condition will be provided with the necessary safeguards and personal protective equipment.

Injury and Illness Prevention Program (continued)

Training

The District is committed to providing high-quality employee hazard training to necessary employees. These employees shall participate and receive regular updates. Employees will be trained on general workplace safety as well as safety and health issues specific to each employee's job.

Training Procedures

Effective dissemination of safety information is the foundation of a successful Injury & Illness Prevention Program. All employees must be trained in general safe work practices per California Labor Code Section 6401.7. and California Code of Regulations Title 8, Sections 1509 and 3203. In addition, specific instruction with respect to hazards unique to each employee's job assignment will be provided.

At a minimum, all employees will be trained in the following:

1. Fire Safety, Evacuation, and Emergency Procedures
2. Blood Borne Pathogens
3. Injury & Illness Prevention Program

In addition to these trainings, each employee will be instructed how to protect themselves from the hazards specific to their individual job duties. At a minimum, this entails how to use workplace equipment, safe handling of hazardous materials and use of personal protective equipment. Training must be completed before beginning to work on assigned equipment, and whenever new hazards or changes in procedures are implemented. Hazard Communication training will be provided to the District employees who use or generate hazardous materials/wastes.

The Superintendent is responsible for providing Site Administrators, Supervisors, and Managers with the training necessary to familiarize themselves with the safety and health hazards their employees are exposed to.

New employees, as part of their new-hire orientation, will be training in general workplace safety and health issues posed by their particular position. The training will be provided by their supervisor and/or Human Resources Department.

Employees given a new job assignment, in which they have not previously received training, shall be provided with safety training related to the new assignment if necessary. If the position is supervisory, such training shall include a familiarization with hazards and risks faced by the employees under his/her direction. Training will be provided whenever new substances, processes, producers or equipment are introduced.

It is the responsibility of the Environmental Health and Safety (EHS) Specialist to manage, coordinate and track the Hazardous Communications Training to District staff who by job description, are required to attend this annual OSHA training. District EHS will also conduct or coordinate other hazard trainings as determined by job tasks or by school.

Communication

All managers and supervisors are responsible for communicating with workers about occupational safety and health in a form readily understandable by all workers. Our communication system encourages all workers to inform their managers and supervisors about workplace hazards without fear of reprisal.

Injury and Illness Prevention Program (continued)

Our communication system includes the following items:

- New worker orientation including a discussion of safety and health policies and procedures.
- "Safe Schools" web based program.
- Review of our IIPP.
- Training programs.
- Regularly scheduled safety meetings.
- Posted or distributed safety information.
- A system for workers to anonymously inform management about workplace hazards.
- Employees are encouraged to bring to the District's attention any potential health or safety hazard that may exist in the work area. Supervisors will follow up all suggestions and investigate the concerns brought up through these communication methods. Feedback to the employees is critical, and must be provided for effective two-way communication.

Documentation

Many standards and regulations of Cal/OSHA contain requirements for the maintenance and retention of records for occupational injuries and illnesses, medical surveillance, exposure monitoring, inspections and other activities relevant to occupational health and safety. To comply with these regulations, as well as to demonstrate that the critical elements of this Injury & Illness Prevention Program are being implemented, the following records will be kept on file in the District Office.

The District will ensure that these records are kept in their files, and present them to Cal/OSHA or other regulatory agency representatives if requested. The Superintendent will conduct a review of these records during routine inspections to measure compliance with the Program.

All hazard training for staff will be coordinated or conducted by the EHS Specialist. The EHS Specialist will be responsible for documenting, tracking and maintaining all hazard training documents for District staff for a minimum of three years.

A safe and healthy workplace must be the goal of everyone at the San Mateo Union High School District, with responsibility shared by management and staff alike. If you have any questions regarding this Injury & Illness Prevention Program, please contact the District Office at 650/558- 2299.

Safe Work Practices

These Safe Work Practices are provided for your information and education. They are intended to provide you with basic safety and health information that will assist you in avoiding injury while performing your daily activities.

District employees perform a wide range of functions in various locations. Although some safety rules apply to specific positions, employees are expected to comply with the general District rules and policies regarding safety and health at all times.

These Safe Work Practices are an important part of the Training and Education of the Injury & Illness Prevention Program of the San Mateo Union High School District, and by section 3203 of Title 8, the mandatory safety legislation of Cal/OSHA. You are obligated to follow these practices while performing your work activities.

Injury and Illness Prevention Program (continued)

You are encouraged to contribute ideas to expand or improve these Safe Work Practices.

- It is important that all employees report all work related injuries and illnesses to their immediate manager/supervisor as soon as possible after they become aware of the injury or illness.
- Everyone should exercise extreme care and consideration in the performance of their duties to see they do not cause injury to others or create work hazards, which could cause injury to others.
- Safe lifting and moving practices must be used when lifting or moving heavy or bulky objects, which could cause injury to the back and other body parts. You are requested to seek assistance.
- Personal tools, equipment, extension cords, or electrical heaters should not be brought onto District property.
- Obeying applicable safety rules for specific jobs and departments.
- Immediately reporting any work injury/illness to supervisors.
- Reporting unsafe conditions to supervisors and/or the Human Resources Department.
- Keeping work areas clean and organized.
- Following proper lifting guidelines when lifting anything.
- Using mechanical devices or requesting assistance in lifting heavy loads.
- Obeying all applicable laws and regulations when operating any motor vehicle.
- Making sure aisles and exits are clear. There should never be any obstruction of a hallway or exit.
- Keeping floors, aisles, and exits free of cords that may interfere with walkways.
- Never using a “daisy-chaining” of extension cords.
- Never using extension cords as permanent wiring.
- Immediately report all hazardous spills. If properly trained, clean up hazardous spills as directed.
- Storing all sharp objects properly when not in use.
- Opening and closing doors cautiously and using extra caution at blind hallway intersections.
- Opening only one file cabinet drawer at a time to avoid tip-over.
- Cabinets should also be loaded from bottom to top and emptied in the reverse order.
- Never leaving a file cabinet with the door open.
- Reporting and cleaning all non-hazardous spills immediately.
- Contacting Facilities Manager/Operations employee for containment and cleanup of any hazardous spills.
- Always using proper equipment for climbing. Never using chairs.
- Discontinuing the use of and reporting and/or replacing damaged or frayed electrical cords immediately.
- Making up for missed trainings as soon as possible. Coordinate with your supervisor for an exact time frame.
- Maintaining a clear path of travel to any exit, eyewash station and emergency shower.
- Never storing or stacking items in or around exits, eyewash stations and emergency showers.
- Reviewing work sites for improper storage of overhead items. Remove all items that are

stored above shoulder height.

- If it is necessary to use a fire extinguisher, or if you notice that the pressure indicator is outside of the green area, you should report it to the Maintenance Department / Plant Coordinator as soon as possible so the extinguisher can be recharged or replaced.
- Be sure that any food or liquid spill is wiped up immediately rather than left for someone else to remove.
- When you become aware of a defect in a piece of equipment, remove it from service or report it to the appropriate party so that repairs can be made. Building and equipment defects are to be reported to the Maintenance Department/Plant Manager. Failure to report faulty conditions for repair can result in injuries.
- Because of the ever-pending possibility of earthquakes occurring, heavy objects should be stored on lower shelves, while lighter and less dangerous items can be stored on the middle and upper shelves. Ideally, all materials stored on shelves should have restraints such as bungee cords.
- Bookshelves, storage cabinets, and other elevated storage areas should be well secured, securely bolted to the wall, or unitized in such a way as to reduce tipping in an earthquake.
- Defective furniture, worn carpets, defective stairs, loose handrails, and other facilities' defects, which create accident hazards, should be reported to the Maintenance Department/ Plant Manager so repairs can be completed. If possible, remove the objects from service.
- Everyone should take the time to become educated regarding the emergency procedures in place for responding to fires, earthquakes, or first aid emergencies. Know all means of exit from your work area.

Injury and Illness Prevention Program (continued)

Fire and Other Emergencies

The facility where an employee is assigned has an emergency procedure and evacuation plan to follow in the event of fire or other disaster. These are posted prominently in common areas and bulletin boards in various locations throughout the facility. Fire extinguishers, first aid kits and all exits are located at each site. All employees are expected to familiarize themselves with the location of such equipment.

Emergency Evacuation Plans and Re-Entry

In any emergency, employees should follow alarms or other alerts to evacuate the building. Employees should follow the basic evacuation procedures but remember that personal safety is paramount and takes precedence. Employees who do not evacuate school premises in the event of a drill may be subject to disciplinary action.

Safety Procedures

- Check work area for anything needing to be secured and store it quickly.
- Secure locks on all secured containers and cabinets.
- Leave work area and report to designated assembly area.
- Instruct all site visitors/vendors to sign in and obtain a badge before visiting or beginning work.

The District Emergency Preparedness Team will coordinate with fire, police or other emergency preparedness personnel to determine when the building may be re-entered following an emergency.

The District Emergency Preparedness Team:

- Associate Superintendent Chief Business Offer (Yancy Hawkins)
- Deputy Superintendent Human Resources & Student Services (Kirk Black)
- Director of Student Services (Don Scatena)
- Director of Maintenance, Operations & Facilities Use (Linda Carlton)
- School site administration

Policy 4033: Lactation Accommodation

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

The Governing Board recognizes the immediate and long-term health benefits of breast milk and desires to provide a supportive environment for any district employee to express breast milk for an infant child upon returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee for seeking an accommodation to express breast milk for an infant child while at work.

An employee shall notify the employee's supervisor or other appropriate district administrator in advance of the intent to request an accommodation. The supervisor or appropriate district administrator shall respond to the request and shall work with the employee to make arrangements. If needed, the supervisor or appropriate district administrator shall address scheduling in order to ensure that the employee's essential job duties are covered during the break time.

Lactation accommodations shall be granted unless there exist limited circumstances, as specified in law. (Labor Code 1031, 1032; 29 USC 218d, 42 USC 2000gg-1)

Before a determination is made to deny lactation accommodations to an employee, the employee's supervisor shall consult with the Superintendent or designee. When lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute this policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

Break Time and Location Requirements

For at least a year after the birth of a child, the district shall provide a reasonable amount of break time to accommodate an employee each time the employee has a need to express breast milk for an infant child. (Labor Code 1030; 42 USC 2000gg-1)

To the extent possible, any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 218d)

The employee shall be provided a lactation space which may be used by the employee for expressing breast milk as needed. The lactation space shall be a private room or location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area and shall meet the following requirements: (Labor Code 1031; 29 USC 218d)

1. Is shielded from view and free from intrusion while the employee is expressing breast milk
2. Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382
3. Contains a place to sit and a surface to place a breast pump and personal items
4. Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump

5. Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing breast milk in close proximity to the employee's workspace

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

Dispute Resolution

An employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

Additionally, an employee may file a complaint with the Wage and Hour Division of the U.S Department of Labor for an alleged violation of the Providing Urgent Maternal Protections for Nursing Mothers Act and/or the Equal Employment Opportunity Commission for failure to provide reasonable accommodations pursuant to the Pregnant Workers Fairness Act. (29 USC 218c, 218d, 42 USC 2000gg-2).

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions

Status: ADOPTED

Original Adopted Date: 04/16/2026 **| Last Reviewed Date:** 04/16/2026

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact

2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature

3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

4. Being alone with a student outside of the view of others

5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

   In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

10. Addressing a student in an overly familiar manner, such as by using a term of endearment

11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

13. Transporting a student in a personal vehicle without prior authorization

14. Encouraging students to confide personal or family problems and/or relationships

15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Regulation 4112.3: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 07/15/2010

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 9224 - Oath or Affirmation)

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt an employee from taking the oath if he/she raises a valid religious objection.

The Superintendent, deputy or assistant superintendent, principal or other person authorized in Education Code 60 shall administer the oath or affirmation when a district employee is hired.

In the case of intermittent, temporary, emergency or successive employments, the Superintendent or designee may determine that the oath shall be effective for all successive periods of employment which begin within one calendar year from the date that the oath was subscribed. (Government Code 3102)

(cf. 4121 - Temporary/Substitute Personnel)

The Superintendent or designee shall file the executed oath or affirmation within 30 days of the date on which it is taken and subscribed. An employee's oath or affirmation may be destroyed five years after the termination of employment. (Government Code 3105)

Reimbursement of Expenses for Disaster Service Workers

Whenever an employee seeks compensation or reimbursement of expenses as a disaster service worker, the Superintendent or designee shall ascertain and certify that the employee has taken the oath or affirmation. (Government Code 3107)

Regulation 4212.3: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 07/15/2010

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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Regulation 4312.3: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 07/15/2010

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

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Whenever an employee seeks compensation or reimbursement of expenses as a disaster service worker, the Superintendent or designee shall ascertain and certify that the employee has taken the oath or affirmation. (Government Code 3107)

Regulation 5141.43: ^Prevention Of Sexual Misconduct And Abuse In Schools

Status: ADOPTED

Original Adopted Date: 09/14/2017 **| Last Reviewed Date:** 09/14/2017

Definitions

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Perpetrators may trick or force victims into gradually engaging in sexual activity. Perpetrators of ongoing sexual abuse often control the child/youth through secrecy, shame, or threats. Sexual contact between children and adults or older youth is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The perpetrator usually takes advantage of the victim's vulnerability.

School Adult refers to a person employed by, working in conjunction with or associated with school activities usually in supervisory capacity (teacher, coach, activity leader) but can also be a support person (aide, volunteer, chaperone) for school-related activities on- or off- campus. This Administrative Regulation applies to School Adults to the extent they are acting in the course and scope of their employment, volunteer, or other relationship to the District. For example, this Administrative Regulation would not preclude a District employee who has children attending school in the District from having their child's friends who are also District students over to their house for a playdate or sleepover. Contact your supervisor if you have any questions regarding the application of this Administrative Regulation.

School Adult Relationships with Students

In order to protect both students and School Adults from unwarranted physical contact or allegations of sexual misconduct, the following guidelines are established and are to be followed by all School Adults when working with students, on- or off-campus.

1. Physical Interactions - the following are examples, but not an exhaustive list of appropriate and inappropriate behaviors:

   Appropriate Physical Interactions

   - Side hugs; shoulder-to-shoulder hugs
   - Pats on the shoulder or back
   - Handshakes
   - High-fives and hand slapping
   - Verbal praise
   - Pats on the head when culturally appropriate
   - Touching hands, shoulders, and arms
   - Arms around shoulders
   - Holding hands (with young students in escorting situations)

   Inappropriate Physical Interactions

   - School Adult-initiated hugs*
   - Kisses

- Showing affection in isolated areas away from others
- School Adult sleeping in a bed with a student
- Allowing students to sit on School Adult's knees/lap*
- Wrestling
- Piggyback rides
- Tickling**
- Massage given by or to a student**
- Any form of affection that is unwanted by the student or the School Adult
- Touching bottom, chest, or genital areas
- Hugs and sitting on a School Adult's lap/knee may appropriate with young children (Pre-K - kindergarten). When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.
- This does not apply to those students who need tickling, light massage or shoulder compressions for sensory issues, and as included in their behavior plans or IEPs. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.
- This does not apply to School Adults who are providing assistance to students with self-care or toileting, as needed. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.

2. Verbal Interactions

   School Adults are expected to refrain from speaking to students in a way that is harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. School Adults must not initiate sexually oriented conversations with students or discuss their own sexual activities with or near students. The following list are examples, but not an exhaustive list of appropriate and inappropriate behaviors:

   Appropriate Verbal Interactions

   - Positive reinforcement
   - Appropriate jokes
   - Encouragement
   - Praise

   Inappropriate Verbal Interactions

   - Name-calling
   - Discussing sexual encounters
   - Involving students in the personal problems or issues of School Adults
   - Secrets
   - Cursing
   - Off-color or sexual jokes, sexual innuendo
   - Shaming
   - Belittling
   - Derogatory remarks

- Harsh language that may frighten, threaten or humiliate students
- Derogatory remarks about the student or his/her family

3. One-on-One Interactions

   Many cases of abuse or allegations of abuse occur when an adult is alone with a student. The District seeks to reduce these situations and recommends that School Adults avoid private one-on-one interactions unless approved in advance by the school administration.

   In situations where one-on-one interactions are approved or unavoidable, School Adults should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

   Additional Guidelines for One-on-One Interactions

   - In most situations, one-on-one meetings with students should occur in a public place where you are in full view of others. Never meet with any student behind a locked door.
   - If meeting in a classroom or office, leave the door open or move to an area that can be easily observed by others passing by.
   - The District recognizes that various functions performed by certain employees, (e.g., counselors, psychologists, therapists, persons assisting students with hygiene care, etc.) necessitate private meetings with students. Such School Adults should exercise professional judgment to determine when it is appropriate to meet with a student in a private setting, consistent with the norms and expectations of that profession.
   - Avoid physical interactions that can be misinterpreted.
   - Inform others (i.e., administrators, other School Adults) that you are alone with a student and ask them to randomly check in. When appropriate, consider having a second School Adult present nearby or within hearing distance.
   - Document and immediately report unusual incidents, including disclosures of abuse or maltreatment, injuries, or interactions that might be misinterpreted.
   - Immediately inform the top administrator at your site if you observe any School Adult violating these rules.

4. Off-Campus Contact

   Many cases of abuse or allegations of abuse occur off campus, after school, and during school vacation periods. Contact outside of regularly scheduled school activities and hours may put School Adults, students, and the District at increased risk. In particular, inviting or allowing students to be present in School Adults' homes creates an unacceptably high risk of liability.

   Appropriate Outside Contact

   - Taking groups of students on an outing, with normal field trip permissions and supervisory protocols in effect
   - Attending sporting activities with a group of students, again with appropriate field trip permission forms
   - Attending functions at a student's home, with parents present
   - Home visits, with parents present

   Inappropriate Outside Contact

   - Taking any student on an outing without written permission from the parent/guardian. No one-on-one outings should be permitted
   - Visiting one student in the student's home, without a parent/guardian present

- Entertaining a student or students in the home of a School Adult with or without a parent or other adult present
- A lone student spending the night with a School Adult
    - When outside contact is unavoidable, ensure that the following steps are followed:
        a. Supervisors should identify for School Adults what types of outside contact are appropriate and inappropriate.
        b. Ensure that School Adults have parent/guardian permission to engage in outside contact with the student and that school administrators are aware of the outside contact.

5. Electronic Communications

   Electronic communications provide a venue for private communication between School Adults and students. For everyone's protection, the District stresses transparency in and judicious use of all electronic communications and recommends adherence to the following guidelines:

   Appropriate Electronic Communications

   - Sending and replying to text messages from students ONLY when copying a supervisor and/or the student's parent
   - Communicating through "group pages" on Facebook or other designated public forums. In no circumstances should a School Adult post any items on these public pages that would be seen as derogatory or harassing. School Adults who post on such sites should immediately contact their supervisor to report any inappropriate postings by students or School Adults.
   - "Private" profiles for School Adults which students cannot access. However, School Adults should be aware that social media sites have been criticized for changing privacy settings to make it increasingly difficult to keep items private.
   - Communications for school related work regarding assignments, activities etc. from a school account or from a school adopted platform.

   Inappropriate Electronic Communications

   - Harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning or humiliating comments
   - Sexually oriented conversations (explicit and implicit)
   - Private messages between School Adults and students from private accounts and/or unrelated to school assignments/activities
   - Posting inappropriate comments or pictures
   - Posting pictures of students without written parental consent

6. Gift Giving

   School Adults should refrain from giving gifts to individual students. Gift giving will only be allowed under the following circumstances:

   a. A whole class/group receive similar gifts at the same time (pencils, etc¬Ö)
   b. Administration must be made aware of and approve a gift to an individual or smaller group of students, and
   c. Parents must be notified.

Supervision of School Programs

The District recognizes that appropriate monitoring and supervision are critical functions of abuse prevention and provide protection to students, School Adults, and the District. When interactions are monitored, allegations of

abuse or wrongful acts are more easily prevented and accurately investigated and resolved. The District seeks to employ the following practices to ensure that all School Adults understand their role in this process.

1. General Supervision

    a. Administrative and Supervisory Visits to School Programs - Supervisors and school administrators will regularly visit all school programs occurring throughout the day to ensure that activities are well-managed and that school policies are observed.

    b. Mixed Age Groups - (In most incidents involving one child abusing another child, the children are from different age groups.) Close line-of-sight supervision will be used when monitoring programs that mix age groups. Examples of particular times and campus locations where mixing age groups typically occurs include:

        i. Locker rooms

        ii. Lunch times

        iii. Recess

        iv. Before and after school.

2. Facility Monitoring

    Guidelines for Facility Monitoring

    - Unused rooms, storage areas, and closets should be kept locked at all times.
    - Unused buildings and areas should be designated, posted, and enforced as off-limits to students.
    - Students should remain in facility areas that are easily viewed by School Adults.
    - Classrooms, meeting rooms, and any rooms where students have access should have windows that permit observation. Door windows should remain free of paper and items that may block visibility to the outside (i.e., artwork on windows should not prevent informal monitoring by passersby).
    - Stage curtains should remain open.
    - Access to keys should be controlled for all facility areas.

3. Monitoring Higher Risk Activities

    a. Bathroom Activities

    Many instances of abuse/assault in schools occur in bathrooms. School Adults should be aware of their school's unique bathroom policies.

        i. General Procedures

            a. If privacy can be preserved, the bathroom doors should remain open.

            b. Instruct students which bathrooms to use.

            c. School Adults and adult visitors should use adult-only designated bathrooms especially on days/times when student activities are taking place.

    b. Locker Room Activities

    When schools employ showering practices, School Adults and students must shower at different times. Create schedules that will permit supervision of the students while School Adults shower. Ensure that only one student is in each shower. Consider installing shower curtains that do not go all the way to the floor, so that School Adults can easily see how many students are in each shower stall.

    While students change clothes and/or shower, School Adults should supervise in a way that balances student privacy with the need for appropriate supervision.

c. Transition and Free Times (including before and after school)

To decrease the risk of incidents during transition and free times, implement the following supervision guidelines:

i. Designate certain areas at school as off-limits during these times by setting specific and narrow geographic boundaries in the program areas.

ii. Depending on the age of students, consider assigning School Adults to specific areas to supervise during transition and free times. This "zone monitoring" ensures that all accessible areas are monitored. Assign more School Adults to high-risk areas and activities (i.e., playgrounds, isolated areas, etc.).

a. For example, in schools with playground areas, assign School Adults to certain "zones" and around the perimeter of the area. If the playground includes play structures that limit line-of-sight supervision (such as tunnels, slides, or jungle gyms), assign School Adults to these areas as well. School Adults should not be standing or sitting in groups while students play on the playground.

iii. Consider creating specific bathroom procedures during transition times and free times, including designating which bathrooms will be available to students. School Adults should be posted at (or responsible for spot-checking) each available bathroom to actively monitor the students.

iv. Encourage supervisors to conduct periodic sweeps of the entire activity area. If students are lingering outside of the planned activity area, the supervisor should encourage these students to return to the designated areas.

v. Encourage the presence of school site supervisor during transition and free times (including before and after school).

d. Evening Events and Activities

Night and evening activities are often high risk because students of mixed ages interact in a less structured environment, often with members of the general public. The following guidelines can help to decrease those risks:

i. Apply the same procedures used to monitor transition and free times, as listed above.

ii. Ensure that School Adults are assigned to supervise specific areas during both night activities and the transition times before and after the events.

a. For example, while students are waiting in a large group before the night activities, school adults should be spread out in a "zone monitoring" formation - i.e., one School Adult in each corner of the area, one or more school adults posted near the exits, etc. This "zone monitoring" ensures that all accessible areas, adults, and students are monitored.

iii. Consider whether the presence of an administrator or supervisor during night activities is needed.

e. Transporting Students

Transporting students may increase the risk of abuse or false allegations of abuse because School Adults may be alone with a student or may make unauthorized stops with a student, e.g., to the School Adult's home.

When transporting students, School Adults should adhere to the following:

i. Administrators are notified.

ii. When possible, the "rule of three" is used when transporting students in vehicles. At least two adults should be present when transporting a single student. At least two students should be present if transported by a single adult.

iii. Students are not transported without written permission from a parent.

iv. Students are transported directly to their destination. No unauthorized stops are made.

v. It is recommended that School Adults document beginning and ending time and the names of students and School Adults who are involved in transportation, purpose of the transportation, and destination.

vi. School Adults should avoid unnecessary physical contact with students while in vehicles. Students should sit in the rear seats.

vii. School Adults should avoid engaging in sensitive conversations with students while transporting them.

f. When transporting students by bus or van:

i. Determine the number of School Adults necessary to adequately supervise the students (e.g., one School Adult to ten students).

ii. The driver should not be assigned as a supervisor for the students.

iii. School Adults should be randomly seated throughout the bus for easier supervision of students, with at least one School Adult in the front of the bus and one in the far rear. School Adults should sit in the aisle or in an outside seat so they can supervise students on the bus.

iv. On overnight bus or van trips, male School Adults should not sit with female students and female School Adults should not sit with male students. School Adults should not share blankets with students or sleep in the same seat with a student.

v. Take a head count or roll call before loading and after unloading vehicles.

g. When public transportation is used:

i. Determine the number of School Adults necessary to adequately supervise students (e.g., one School Adult to ten students).

ii. Students should remain in one area of the bus, if possible.

iii. School Adults that are assigned to a group should remain with that group on the bus.

iv. Take a head count or call roll immediately after entering and leaving the bus.

h. Day Trips, Field Trips, or Outings

Field trips present unique risks for the safety of students. Large groups are difficult to monitor, and students may be more likely to act out sexually in a less structured environment. An ill-intentioned adult may try to arrange to meet with a student. It is important to be aware of these risks and take measures to minimize them.

All field trips or outings must be in compliance with the District's abuse prevention policies. Additionally, all such activities must meet the following guidelines:

i. Obtain written prior approval by a supervisor.

ii. Obtain written parental permission.

iii. Set a ratio for School Adults-to-students. Require at least two unrelated School Adults.

iv. Encourage that students are monitored at all times.

v. When using public bathrooms, School Adults should escort all students to the bathroom as a group.

vi. While supervising or assisting private activities, such as dressing or showering students, School Adults are never alone with a single student.

vii. Specific recommendations for parks, amusement parks, arcades, etc.:

a. If the trip is to a location where students will be interacting in a large space and it is not possible to assign specific School Adults to specific groups of students, then:

- Set boundaries at the location. Assign students to groups and ask that they monitor each other's presence. Younger students will need an adult chaperone to guide their group. Tell the students where they may and may not go. Then post School Adults/ chaperones around the boundaries and at the entrance and exit points.

- Assign remaining School Adults to monitor specific areas. Post at least one School Adult near the bathrooms if possible. School Adults should also be assigned to actively supervise the students.

- School Adults should escort students to the bathroom as a group when possible. School Adults should check the bathroom prior to the students going in, to ensure other adults are not inside. If possible, the School Adult should wait until other adults are no longer in the bathroom, and then send in small groups of students. The School Adult should then stand at the doorway and verbally check in with the students to ensure that they are not lingering, and to inform other adults that the students are being supervised.

- When not supervised by chaperones, students should check in at meeting points at least once every hour.

i. Overnight Trips and Events

Overnight stays present unique risks to students and School Adults. They often involve changing clothes, groups of both genders and different ages in a more intimate atmosphere than usual, more unstructured activities, and increased supervision demands for School Adults.

j. Supervision Guidelines

i. Goals for School Adult ratio on domestic trips are 1:10 and on international trips are 1:6. Actual ratios may need to vary either upward or downward based upon individual trip factors and student ages. Target ratios will be used unless an alternate is approved by the principal.

ii. Students should be supervised at all times. They should be accompanied by a School Adult at all times that they are not in their rooms. However, the lead chaperone may designate limited times and areas in which students, on a buddy system basis of two or more students together, may walk around unaccompanied by a chaperone. In all such instances, the lead chaperone must ensure the following:

- Physical boundaries are clearly defined;

- Students check in at meeting points at a minimum of three hour intervals with no one dismissed until all have checked in safely;

- Students should stay within areas accessible to the general public;

- Students who are non-compliant lose privileges; and

- When appropriate, students should have the lead chaperone's cell phone number and the lead chaperone has the students' cell phone numbers.

iii. Sleeping Arrangements

a. Overnight stays at private homes are prohibited.

b. For overnight stays in cabins or group rooms, adhere to the following procedures:

- Supervising School Adults should be placed in bunks to maximize supervision around the cabin and in a way that decreases the chances of students sneaking out (such as by the door). No one adult should be in a cabin alone.

- Prohibit School Adults from changing in front of students.

- Prohibit School Adults from showering with students.

iv. School Adult Guidelines

a. School Adults are on duty at all times. There is no time off on a school trip. School Adults are required to be active supervisors of the students and not passive observers. School Adults are not to be under the influence of alcohol or other drugs while on the trip.

b. All School Adults are to be on duty in the halls or cabins at night until after lights out and all rooms are quiet.

c. School Adults are to regularly check rooms until after lights out. All doors are to remain locked but without security latches over the door so that School Adults can enter with the room key unannounced at any time and students can exit to the hall and find security guard/ School Adults at any time. All keys are to be retained by the School Adults.

Reporting Problems

It is imperative that every School Adult participate actively in the protection of students. In the event that School Adults observe suspicious or inappropriate behaviors on the part of other School Adults, it is their personal responsibility to immediately report their observations.

1. Suspected Abuse by an Adult

a. Employee Response to Abuse

As required by mandated reporting laws, school employees must report any suspected abuse or neglect of a student¬ówhether on or off school property or whether perpetrated by employees or others¬óto Child Protective Services and/or law enforcement.

Additional Guidelines for Employee Response to Incidents or Allegations of Abuse

- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she did the right thing by telling you.
- Document the incident, disclosure, or circumstances causing your suspicion of abuse.
- It is not your job to investigate the incident but it IS your job to report the incident to your supervisor and CPS or law enforcement in a timely manner.

b. Supervisor and Administrator Response to Abuse

In addition to the above response procedures, supervisors and administrators should ensure the following:

Additional Guidelines for Supervisor and Administrator Response to Incidents or Allegations of Abuse

- Determine the immediate needs of the victim.
- Ensure that the incident has been reported to the proper authorities (CPS and/or law enforcement).
- Remove the accused from access to students.
- Review the file of the accused.
- Gather and document information surrounding the incident.
- Communicate with the authorities as to who will perform the internal investigation. When administrators contact the authorities, the authorities may advise the administrator to perform an internal investigation, or authorities may perform their own investigation. The school will decide how the internal investigation should be completed. If authorities request that the school takes no

action, document the request and proceed in accordance with it. If authorities do not request that the school take no action, proceed with an internal investigation or call County Counsel to assist with the investigation.

- If abuse and/or violations of school policies are confirmed, follow the District's disciplinary procedures.
- Notify parents if appropriate.

2. Student-to-Student Sexual Abuse and Sexualized Behaviors

Most serious incidents of student-to-student abuse are preceded by more subtle incidents such as name-calling, taunting, or roughhousing. Interrupting these interactions early and establishing and communicating standards of conduct can keep the school environment safe. The District recognizes that the following interactions are high risk and should be prohibited:

High Risk Student-to-Student Interactions

- Hazing
- Bullying
- Derogatory name-calling
- Games of Truth or Dare
- Singling out one student for different treatment
- Ridicule or humiliation

a. School Adult Response

In the event that a School Adult sees a student exhibit sexualized behaviors or suspects unlawful student-to-student sexual activity, the School Adult should do the following:

Guidelines for School Adult Response to Student-to-Student Sexual Activity

- Interrupt the behavior and separate the students. Do not investigate.
- Report the behavior to a supervisor or administrator.
- Document your report with factual information only. Opinions should not be included on the incident report.

  Again, according to California Mandated Reporting Requirements, some instances of student-to-student sexualized activity must be reported to the authorities.

b. Supervisor or Administrator Response

In the event that a supervisor or administrator receives a report of a student's sexualized behavior or unlawful student-to-student sexual activity, the supervisor should do the following:

Guidelines for Supervisor or Administrator Response to Unlawful Student-to-Student Sexual Activity

- Determine the appropriate administrator to conduct an internal review of the incident.
- Notify the parents of all students involved.
- Notify the authorities if required by mandated reporting laws.
- Document the incident and the school's response.
- Develop a written corrective action or follow-up plan in response to the incident.

c. Organizational Response

After the internal review of the sexualized behavior or unlawful student-to-student sexual activity, the District will determine what can be done to prevent a reoccurrence, such as:

Guidelines for Organizational Response

- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
- Alert others in the organization.

Regulation 0415.1: ^Racial Equity

Status: ADOPTED

Original Adopted Date: 01/20/2022 **| Last Reviewed Date:** 01/20/2022

The San Mateo Union High School Board of Education seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's equity vision recognizes that educational excellence for all students requires a commitment to racial equity.

The Racial Equity Administrative Regulations are in service of the three goals outlined in the Racial Equity Board Policy:

1. Fighting racism as an institution
2. Being an inclusive and welcoming environment for BIPOC students, staff, and their families, and
3. Eradicating opportunity gaps for BIPOC students.

The following actions are intended to provide tangible steps for the implementation of the Racial Equity Board Policy and the alignment of the policy with the District's LCAP.

1. Foster and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families
    a. District administrative leaders, certificated and classified staff, and School Board Members shall commit to learning about and embodying anti-racist values and to standing up for these values in daily interactions.
    b. Areas of learning include but are not limited to:
        i. Exploring the influence of race and culture on one's personal and professional attitudes and behavior
        ii. Examining the historical roots and contemporary manifestations of racial prejudice and discrimination, White privilege, White supremacy culture, anti-Blackness, implicit bias, institutionalized racism, mass incarceration, and liberation
        iii. Learning methods for addressing racial tension and conflict transparently and directly
        iv. Identifying anti-racist resources to incorporate into the curriculum in all subject areas
        v. Identifying ways to counteract bias and stereotyping in learning material
        vi. Assessing the curriculum to make it more inclusive and reflective of all students' lived experiences
    c. Survey BIPOC students and their families to learn and understand their needs
    d. Use disaggregated race data to inform the implementation of racially equitable policy, planning, and resource development decisions
    e. Train administrators to have the knowledge and skills necessary to implement racial equity programs
    f. Adopt Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of and relationship among students, staff, and administrators
    g. Provide reporting systems for incidents of racism and administering clear, transparent, and timely consequences, including restorative practices
    h. Teach, encourage, and model the responsible use of social media for all students, as well as informing students of the consequences of inappropriate posts

(cf. 5137 - Positive School Climate)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. Advance the representation of Black, Indigenous, People of Color (BIPOC) at all levels within our school district, to the extent legally permitted
    a. Adopt the use of hiring policies and procedures that are targeted to increase representation of BIPOC in all applications for district vacancies (certificated, classified, contractors, and vendors), to the fullest extent allowable by law, with the goal of reflecting the demographics of San Mateo County in the district staff
    b. Ensure that all hiring and personnel policies and practices are consistent with racial equity goals
    c. Regularly review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC as needed
    d. Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being
3. Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these polices to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families

a. Regularly conduct district policy, procedure, and program audits and evaluations with a focus on racial equity and anti-racism
b. Analyze and measure the impact of district policies, procedures, and programs using disaggregated demographic data related to race, in order to safeguard against disparate impact or unintended outcomes for BIPOC students, staff, and their families
c. Conduct policy, procedure, and program evaluations by a diverse group of stakeholders and present to the Board along with recommendations for next steps

4. Adopt a comprehensive district-wide anti-racism education curriculum
    a. Adopt curriculum such as the Learning for Justice Anti-Bias Framework and provide ongoing training for teachers
        i. Integrate social justice standards curriculum into units of study across all levels and in all content areas
        ii. Provide ongoing parent education connected to anti-racist and social justice curriculum
    b. Engage in a deep study of the four areas of to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership
    c. Adopt curriculum and instructional materials that include diverse voices and perspectives
    d. Complete an audit of the existing curriculum and instructional practices using a research-based resource

i. Train all staff on culturally responsive pedagogy
ii. Remove inappropriate or outdated curriculum
        iii. Discontinue teaching practices that are harmful to BIPOC students and their families

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 5137 - Positive School Climate)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families
    a. Train staff on the use of Restorative Practices as a means for repairing harm caused by individuals and dominant groups toward BIPOC
    b. Train counselors and staff to be proficient practitioners of anti-racism who have the ability to counsel and teach White students and staff about White privilege and anti-racism
    c. Train counselors and staff on how to support BIPOC students and families
    d. Create networks, including affinity groups, to connect BIPOC students and staff to resources they seek and need

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6179 - Supplemental Instruction)

6. Develop the District's LCAP to include the directives in this Racial Equity Policy
    a. Recruit BIPOC staff, students, and community members to be part of the development of the District's LCAP plan
    b. Identify actions and services in the District's LCAP that support the execution of the policies, procedures, and strategies identified in the Racial Equity Board Policy and Administrative Regulation
    c. Fund the actions identified in the District's LCAP to support the execution, enforcement, and maintenance of the Racial Equity Board Policy and Administrative Regulation
    d. Identify metrics in the District's LCAP to evaluate the actions and services outlined aligned in the Racial Equity Administrative Regulation
    e. Evaluate the effectiveness of the action plans in the District's LCAP for implementation of the Racial Equity Board Policy and Administrative Regulation
7. Prioritize the allocation of the district's financial and human resources in a manner that results in racially equitable outcomes for all BIPOC students, staff, and their families via district programs and support services

(cf. 0440 - District Technology Plan)
(cf. 3100 - Budget)
(cf. 4113 - Assignment)
(cf. 7110 - Facilities Master Plan)

8. Ensure the execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and social justice, by creating an infrastructure with defined roles that will support racial equity work ongoing
    a. Contract with outside experts to assist with actions including, but not limited to:
        i. Creating a culture of inclusion and belonging for BIPOC
        ii. Developing hiring policies that advance representation of BIPOC
        iii. Reviewing district-wide policies, procedures, and programs
        iv. Adopting anti-racism curriculum, providing training for staff, monitoring implementation, and evaluating its effectiveness
    b. Maintain the district's Equity Advisory Committee consisting of district staff, students, parents, and community organization members who will work in partnership with district staff by providing the multiple perspectives needed for the successful implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's LCAP.

Glossary of Terms
Anti-Black - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions or policies. This form of anti-Blackness is protected by the first form of overt racism.

Anti-Racist - being actively conscious about race and racism and taking actions to end racial inequities daily. Being antiracist is believing that addressing racism is everyone's responsibility, and we all have a role to play in stopping it.

Anti-Racist Education - a theory of learning and action that helps educators dismantle racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It also examines and challenges how institutions support and maintain

disadvantages and advantages along racial lines.

BIPOC - Black, Indigenous, People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a “person-first” way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. Black refers to people who often have African or Caribbean ancestry. Indigenous refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. People of color refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

Culturally Responsive Pedagogy - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.

Institutionalized Racism - occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Restorative Justice/Restorative Practices - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative practices are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense.

Structural Racism - the overarching system of racial bias across institutions and society that give privileges to white people resulting in disadvantages to black, indigenous, people of color.

White Privilege - Since white people in America hold most of the political, institutional, and economic power, they receive advantages that nonwhite groups do not. These benefits and advantages, of varying degrees, are known as white privilege. For many white people, this can be hard to hear, understand, or accept, but if you are white in America, you have benefited from the color of your skin.

White Supremacy - a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

References Association of Supervision and Curriculum Development http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for(https://simbli.eboardsolutions.com/SU/QslshtqUunGXYHyyrslshplusZPslshfUw==) Culturally-Responsive-Teaching.aspx
Elena Aguilar, 2020. Coaching for Equity: Conversations That Change Practice, Jossey Bass. National Museum of African-American History and Culture https://nmaahc.si.edu/learn/educators Racial Equity Tools https://www.racialequitytools.org/glossary#

Policy 0415.1: ^Racial Equity

Status: ADOPTED

Original Adopted Date: 01/20/2022 **| Last Reviewed Date:** 01/20/2022

The Board of Trustees seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity.

This racial equity policy has three sections. The first affirms the school district's commitment to fighting racism as an institution. The second commits the SMUHSD to be a place where all students feel a sense of belonging and that our schools provide a welcoming environment for BIPOC students, staff, and their families. The third declares the SMUHSD's pledges the district's efforts to eradicate opportunity gaps for BIPOC students.

Racial equity is defined as both an outcome and a process. As an outcome, racial equity in San Mateo Union High School District (SMUHSD) is achieved when race does not determine one's outcomes at school or work, when students and families have what they need to thrive as members of the school community, and when staff have what they need to succeed in their work, no matter their race. As a process, racial equity in SMUHSD is achieved when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives, specifically BIPOC students, staff, and their families.

Several important terms related to racial equity are included in this policy and are worth defining to ensure a common understanding for all readers of the policy. These terms are defined in the appendix of the Board policy.

This Board policy is focused solely on racial equity by design because a school district with a strong commitment to anti-racist values requires an additional set of considerations to our nation's continuing history of systemic racism, anti-Blackness, White supremacy, White privilege, and oppression based on race. Racial equity policies and plans that are rooted in anti-racist values will benefit all students and staff in the district, including those who have been historically marginalized by governing and academic institutions.
(cf. 0000 - Vision)

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment)

To create a district-wide climate of inclusion and belonging for BIPOC students, staff, and their families, the Board shall commit itself and the district to engage in anti-racist education at all levels. Anti-racist education includes, but is not limited to, educating staff and students about White privilege, White supremacy, and anti-Black racism.

Furthermore, anti-racist work addresses practices, policies, and institutional barriers that perpetuate racial inequities and impede equitable access to opportunities for BIPOC students, staff, and their families, to the extent permitted by law.

The Board recognizes that underrepresented groups became underrepresented not of their own doing but rather as the result of the institutionalized power dynamic and racism that exists in society. In every decision it makes, the Board shall work to ensure equitable outcomes for BIPOC students, staff, and their families and, in so doing, shall not rely on biased or stereotypical assumptions about any particular group.

(cf. 9000 - Role of the Board) (cf.9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement school and district policies, procedures, and strategies to promote racial equity in the school experience for BIPOC students, staff, and their families. These include, but are not limited to, the following:

1. Develop and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families;
2. Advance the representation of Black, Indigenous, People of Color at all levels within our school district, to the extent legally permitted;
3. Conduct a review of all district-wide policies, procedures, and programs with a racial equity lens, revise these

polices to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families;

4. Prioritize the adoption of a comprehensive district-wide anti-racism education curriculum for students, their families, teachers and administrative staff, and the SMUHSD board with an emphasis on members of our educational community who has not engaged in this work;
5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families;
6. Ensure the District's Local Control and Accountability Plan includes the directives in this Racial Equity Policy
7. Prioritize the allocation of the district's financial and human resources in a manner that promotes racially equitable outcomes for all BIPOC students, staff, and their families via district programs and support services, to the extent permitted by law;
8. Ensure the execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and social justice, by creating an infrastructure with defined roles that will support racial equity work ongoing.

Accountability

The Board of Education directs the Superintendent to include as part of the District's Local Control and Accountability Plan (LCAP) a system-wide racial equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for SMUHSD BIPOC students. The Superintendent or designee shall report progress annually on the plan and outcomes.

(cf. 0500 (https://simbli.eboardsolutions.com/SU/zFtd9J0tOslshFDzOYV4Ub5Zw==) - Accountability)

The Board of Education shall regularly monitor the racial intent and impact of district policies and decisions on BIPOC students in order to safeguard against disproportionate or unintentional impact on access to programs and achievement goals for specific student populations in need of services.

Individuals wishing to submit a racial discrimination complaint should follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Deputy Superintendent, Human Resources and Student Services and Human Resources Generalist. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities

Deputy Superintendent, Human Resources and Student Services
Human Resources Generalist
650 North Delaware Street
San Mateo, CA 94401
(650) 558-2209

(cf. 1312.3 (https://simbli.eboardsolutions.com/SU/YirAWDtF1Wyuluh1OwInDg==) – Uniform Complaint Procedures)
Legal References:
EDUCATION CODE
200-262.4 Educational equity
52077 Local control and accountability plan 60040 Selection of instructional materials GOVERNMENT CODE
11000 Definitions
11135 Nondiscrimination in programs or activities funded by state PENAL CODE
422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act 1681-1688 Discrimination based on sex or blindness, Title IX
2301-2414 Strengthening Career and Technical Education for the 21st Century Act 6311 State plans
6312 Local education agency plans UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended 2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:
CSBA PUBLICATIONS
Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017
The School Board Role in Creating the Conditions for Student Achievement, 2017 African-American Students in Focus: Closing Opportunity and Achievement Gaps for African American Students, 2016
African-American Students in Focus: Demographics and Achievement of California's African American Students, 2016
Latino Students in California's K-12 Public Schools, 2016
Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016 Climate for Achievement Governance Brief Series, 2015 Math Misplacement, 2015 CENTER FOR URBAN EDUCATION PUBLICATIONS
Protocol for Assessing Equity-Mindedness in State Policy, 2017 WEB SITES
CSBA: http://www.csba.org(https://simbli.eboardsolutions.com/SU/endNqaxyiGQAmOk5HoBoUw==)
California Department of Education:
http://www.cde.ca.gov(https://simbli.eboardsolutions.com/SU/aslshC4YRn9qcIYBuxNUFvytg==) Center for Urban Education: https://cue.usc.edu
Safe Schools Coalition:
http://www.casafeschools.org(https://simbli.eboardsolutions.com/SU/52IWVk02YPmlAmHE1QMokw==)

Glossary of Terms

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Culturally Responsive Pedagogy - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

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Institutionalized Racism - occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Marginalized - the systematic disempowerment of a person or community by denying access to necessary resources, enforcing prejudice through society's institutions, and/or not allowing for an individual or a community's voice, history, and perspective to be heard.

Restorative Justice/Restorative Practices - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative practices are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense.

Structural Racism - the overarching system of racial bias across institutions and society that give privileges to white people resulting in disadvantages to black, indigenous, people of color.

White Privilege - Since white people in America hold most of the political, institutional, and economic power, they receive advantages that nonwhite groups do not. These benefits and advantages, of varying degrees, are known as *white privilege*. For many white people, this can be hard to hear, understand, or accept, but if you are white in America, you have benefited from the color of your skin.

White Supremacy - a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

Resources
National Museum of African-American History and Culture
https://nmaahc.si.edu/learn/educators(https://simbli.eboardsolutions.com/SU/kSbhbCQlTv45lcM5rLeaeQ==)
Racial Equity Tools https://www.racialequitytools.org/glossary#
(https://simbli.eboardsolutions.com/SU/plusdRQudbJzW9cbfplusC39UQBw==)
Association of Supervision and Curriculum Development http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-
(https://simbli.eboardsolutions.com/SU/r8AEcbCEBLuHiBdnKfxj1g==) Culturally-Responsive-Teaching.aspx(https://simbli.eboardsolutions.com/SU/r8AEcbCEBLuHiBdnKfxj1g==)
ABC's of Social Justice https://www.lclark.edu/live/files/18474-abcs-of-social-justice(https://simbli.eboardsolutions.com/SU/LzuFm6QynLfTkvngKKepng==)
White Supremacy Culture Defined- Tema Okun
https://www.whitesupremacyculture.info/characteristics.html(https://simbli.eboardsolutions.com/SU/YpPIzkIzTrD3qMAslshqIIx9Q==)

Regulation 4119.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; and parental, marital, and family status. (Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688)

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, regardless of whether the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual

3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person'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 person 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

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX in accordance with Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, and oversee the district's response to sexual harassment complaints processed under Administrative Regulation 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Deputy Superintendent, Human Resources and Student Services
Director of Student Services
Human Resources Generalist
650 North Delaware Street
San Mateo, CA 94401
(650) 558-2299

kblack@smuhsd.org
sburnette@smuhsd.org
sfewer@smuhsd.org

Training

The Superintendent or designee shall ensure that employees receive training regarding sexual harassment in accordance with state and federal law.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment as specified in Government Code 12950.1. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

2. The types of conduct that constitute sexual harassment

3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability

4. Strategies to prevent harassment in the workplace

5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

7. The limited confidentiality of the complaint process

8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment

9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint

10. What to do if the supervisor is personally accused of harassment

11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment

complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on sex, gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and others in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to employees. Such records shall include, but are not limited to, the names of trained employees, date of the training, the sign in sheet, a copy of all certificates of attendance or completion issued, the type of training, a copy of all written or recorded materials that comprise the training, and name of the training provider. (2 CCR 11024)

Additionally, the Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR 106.45, including the definition of sexual harassment specified in 34 CFR 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

In addition, the district's Title IX sexual harassment training shall include additional training for investigators and decisionmakers. (34 CFR 106.45)

The Superintendent or designee shall retain for seven years the materials used to provide training as specified in 34 CFR 106.45, make these materials publicly available on its website, or, if the district does not maintain a website make these materials available upon request, to members of the public.

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify 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)

The Superintendent or designee shall ensure that a copy of the accompanying Board policy and this administrative regulation:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. 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)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Civil Rights Department (CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through CRD and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact CRD and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by CRD and the EEOC

Additionally, the district shall post, in a prominent and accessible location, the CRD poster on discrimination in employment and the illegality of sexual harassment, and the CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints alleging sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The district's 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 Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment.

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

BP4219.11 Sexual Harassment
The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to providing a safe work environment that is free of discrimination, harassment, and intimidation, including sexual harassment. The Board prohibits sexual harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees. For purposes of this policy and accompanying administrative regulation, employees include interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sexual harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to: (Education Code 231.5; Government Code 12950.1; 2 CCR 11023; 34 CFR 106.8, 106.45)

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Publicize as specified in Exhibit (1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, the required notifications related to Title IX to employees, applicants for employment, and bargaining units

4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures

5. Taking timely and appropriate corrective/remedial action(s)

The Superintendent or designee may periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to harassment policy(ies), complaint procedures, or training, as appropriate and in accordance with law.

Reports and Complaints

Any district employee who has experienced sexual harassment in the district's education program or activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.8)

Any employee with knowledge of conduct that reasonably may constitute sexual harassment by or against another district employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, concurrently meets the requirements of Administrative Regulation 4030 - Nondiscrimination in Employment.

Before or after the filing of a formal complaint or where no formal complaint has been filed, the Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and the respondent, as deemed appropriate under the circumstances. (34 CFR 106.30, 106.44)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Regulation 4219.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; and parental, marital, and family status. (Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688)

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, regardless of whether the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual

3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person'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 person 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

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX in accordance with Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, and oversee the district's response to sexual harassment complaints processed under Administrative Regulation 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Deputy Superintendent, Human Resources and Student Services
Director of Student Services
Human Resources Generalist
650 N. Delaware Street
San Mateo, CA 94401
650-558-2209

kblack@smuhsd.org
sburnette@smuhsd.org
sfewer@smuhsd.org

Training

The Superintendent or designee shall ensure that employees receive training regarding sexual harassment in accordance with state and federal law.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment as specified in Government Code 12950.1. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

2. The types of conduct that constitute sexual harassment

3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability

4. Strategies to prevent harassment in the workplace

5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

7. The limited confidentiality of the complaint process

8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment

9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint

10. What to do if the supervisor is personally accused of harassment

11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on sex, gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and others in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to employees. Such records shall include, but are not limited to, the names of trained employees, date of the training, the sign in sheet, a copy of all certificates of attendance or completion issued, the type of training, a copy of all written or recorded materials that comprise the training, and name of the training provider. (2 CCR 11024)

Additionally, the Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR 106.45, including the definition of sexual harassment specified in 34 CFR 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

In addition, the district's Title IX sexual harassment training shall include additional training for investigators and decisionmakers. (34 CFR 106.45)

The Superintendent or designee shall retain for seven years the materials used to provide training as specified in 34 CFR 106.45, make these materials publicly available on its website, or, if the district does not maintain a website make these materials available upon request, to members of the public.

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify 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)

The Superintendent or designee shall ensure that a copy of the accompanying Board policy and this administrative regulation:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. 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)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook

provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Civil Rights Department (CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
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4. The district's complaint process available to the employee
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6. Directions on how to contact CRD and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by CRD and the EEOC

Additionally, the district shall post, in a prominent and accessible location, the CRD poster on discrimination in employment and the illegality of sexual harassment, and the CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints alleging sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The district's 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 Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment.

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

Regulation 4319.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

Definitions

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Deputy Superintendent, Human Resources and Student Services
Director of Student Services
Human Resources Generalist
650 N. Delaware Street
San Mateo, CA 94401
650-558-2209
kblack@smuhsd.orgsburnette@smuhsd.org

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13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and others in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to employees. Such records shall include, but are not limited to, the names of trained employees, date of the training, the sign in sheet, a copy of all certificates of attendance or completion issued, the type of training, a copy of all written or recorded materials that comprise the training, and name of the training provider. (2 CCR 11024)

Additionally, the Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR 106.45, including the definition of sexual harassment specified in 34 CFR 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

In addition, the district's Title IX sexual harassment training shall include additional training for investigators and decisionmakers. (34 CFR 106.45)

The Superintendent or designee shall retain for seven years the materials used to provide training as specified in 34 CFR 106.45, make these materials publicly available on its website, or, if the district does not maintain a website make these materials available upon request, to members of the public.

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify 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)

The Superintendent or designee shall ensure that a copy of the accompanying Board policy and this administrative regulation:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. 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)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Civil Rights Department (CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through CRD and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact CRD and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by CRD and the EEOC

Additionally, the district shall post, in a prominent and accessible location, the CRD poster on discrimination in employment and the illegality of sexual harassment, and the CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints alleging sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The district's 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 Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment.

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

Policy 4119.11: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to providing a safe work environment that is free of discrimination, harassment, and intimidation, including sexual harassment. The Board prohibits sexual harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees. For purposes of this policy and accompanying administrative regulation, employees include interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sexual harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to: (Education Code 231.5; Government Code 12950.1; 2 CCR 11023; 34 CFR 106.8, 106.45)

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Publicize as specified in Exhibit (1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, the required notifications related to Title IX to employees, applicants for employment, and bargaining units

4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures

5. Taking timely and appropriate corrective/remedial action(s)

The Superintendent or designee may periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to harassment policy(ies), complaint procedures, or training, as appropriate and in accordance with law.

Reports and Complaints

Any district employee who has experienced sexual harassment in the district's education program or activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.8)

Any employee with knowledge of conduct that reasonably may constitute sexual harassment by or against another district employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 4119.12/4219.12/4319.12 - Title IX

Sexual Harassment Complaint Procedures, concurrently meets the requirements of Administrative Regulation 4030 - Nondiscrimination in Employment.

Before or after the filing of a formal complaint or where no formal complaint has been filed, the Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and the respondent, as deemed appropriate under the circumstances. (34 CFR 106.30, 106.44)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Regulation 4119.12: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

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 district employee, while in an education program or activity, in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person'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 person's 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

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment brought by or against employees shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

The Title IX Coordinator shall ensure that all requirements and timelines for Administrative Regulation 4030 - Nondiscrimination in Employment are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

   Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

3. Ensure that the Title IX Coordinator, investigator, or decisionmaker, any person that facilitates an information resolution process, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

5. Include reasonably prompt timeframes for the conclusion of the grievance procedures, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment

8. Include the procedures and permissible bases for the complainant and respondent to appeal

9. Describe the range of supportive measures available to complainants and respondents

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday 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 shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and 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)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint. 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.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment

or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (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

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)

If a student is the respondent, the district may remove the student from the district's education program or activity, on an emergency basis, 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.

Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, 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)

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. Additionally, the Title IX Coordinator shall dismiss a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator 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 send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals," below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment, 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. (34 CFR 106.45)

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, including that the district shall not require such waiver as a condition of enrollment or employment or continuing employment. (34 CFR 106.45)

As a part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

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, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from 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

   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, new Title IX allegations arise 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 may also include the name of the investigator, facilitator of an informal process, and decisionmaker and inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

During the investigation process, the district's designated investigator 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. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation

7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation 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

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

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 decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker 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 decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

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

The district may extend the timeline 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 decisionmaker 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

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. 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

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the written 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 was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(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 decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(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 shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, 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.

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

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 as appropriate. 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)

Disciplinary Actions

The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

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), decisionmaker(s), and any person who facilitates an informal resolution process

   The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)

2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

Regulation 4219.12: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

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 district employee, while in an education program or activity, in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person'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 person's 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

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment brought by or against employees shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

The Title IX Coordinator shall ensure that all requirements and timelines for Administrative Regulation 4030 - Nondiscrimination in Employment are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

   Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

3. Ensure that the Title IX Coordinator, investigator, or decisionmaker, any person that facilitates an information resolution process, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

5. Include reasonably prompt timeframes for the conclusion of the grievance procedures, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment

8. Include the procedures and permissible bases for the complainant and respondent to appeal

9. Describe the range of supportive measures available to complainants and respondents

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday 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 shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and 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)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint. 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.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment

or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (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 Removalfrom School

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)

If a student is the respondent, the district may remove the student from the district's education program or activity, on an emergency basis, 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.

Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, 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)

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. Additionally, the Title IX Coordinator shall dismiss a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator 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 send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals," below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment, 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. (34 CFR 106.45)

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, including that the district shall not require such waiver as a condition of enrollment or employment or continuing employment. (34 CFR 106.45)

As a part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

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, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from 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

   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, new Title IX allegations arise 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 may also include the name of the investigator, facilitator of an informal process, and decisionmaker and inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

During the investigation process, the district's designated investigator 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. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation

7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation 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

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

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 decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker 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 decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

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

The district may extend the timeline 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 decisionmaker 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

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. 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

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the written 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 was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(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 decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(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 shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, 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.

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

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 as appropriate. 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)

Disciplinary Actions

The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

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), decisionmaker(s), and any person who facilitates an informal resolution process

   The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)

2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

Regulation 4319.12: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

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 district employee, while in an education program or activity, in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person'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 person's 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

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment brought by or against employees shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

The Title IX Coordinator shall ensure that all requirements and timelines for Administrative Regulation 4030 - Nondiscrimination in Employment are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

   Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

3. Ensure that the Title IX Coordinator, investigator, or decisionmaker, any person that facilitates an information resolution process, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

5. Include reasonably prompt timeframes for the conclusion of the grievance procedures, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment

8. Include the procedures and permissible bases for the complainant and respondent to appeal

9. Describe the range of supportive measures available to complainants and respondents

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday 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 shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and 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)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint. 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.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment

or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (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

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)

If a student is the respondent, the district may remove the student from the district's education program or activity, on an emergency basis, 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.

Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, 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)

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. Additionally, the Title IX Coordinator shall dismiss a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator 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 send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals," below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment, 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. (34 CFR 106.45)

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, including that the district shall not require such waiver as a condition of enrollment or employment or continuing employment. (34 CFR 106.45)

As a part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

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, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from 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

   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, new Title IX allegations arise 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 may also include the name of the investigator, facilitator of an informal process, and decisionmaker and inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

During the investigation process, the district's designated investigator 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. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation

7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation 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

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

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 decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker 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 decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

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

The district may extend the timeline 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 decisionmaker 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

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. 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

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the written 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 was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(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 decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(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 shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, 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.

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

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 as appropriate. 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)

Disciplinary Actions

The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

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), decisionmaker(s), and any person who facilitates an informal resolution process

   The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)

2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

Regulation 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/20/2025 **| Last Reviewed Date:** 11/20/2025

Except as may otherwise be specifically provided 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

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, who is responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying, and in Administrative Regulation 5145.7 - Sexual Harassment, who is responsible for handling complaints regarding sexual harassment.
Deputy Superintendent of Human Resources and Student Services
Director of Student Services
Human Resources Generalist
650 North Delaware Street
San Mateo, CA 94401
(650)558-2209
kblack@smuhsd.org
sburnette@smuhsd.org
sfewer@smuhsd.org

CSBA NOTE: The following paragraph is for use by districts that have designated more than one compliance officer.

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 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, but need not be limited to, all of the following:

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 "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 person(s) 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 and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and newcomer students as specified in Education Code 48645.7, 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 and 34 CFR 106.8 shall be posted on district and school websites, published in handbooks or catalogs, 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 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 4600)

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 (Education Code 49013, 52075)

   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. (Education Code 49013)

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 (5 CCR 4630)

   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 Governing 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 (5 CCR 4630)

   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 complaint 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. 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

(Districts that do not allow complainants to appeal to the Board)

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)

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.

If the complaint involves a limited-English-proficient (LEP) 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, or 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, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

2. The 60-day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

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's Office for Civil Rights at www.ed.gov/ocr 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 practices or procedures; 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:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. 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 cocurricular 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 California State Preschool Program (CSPP) 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 CDE's website. (Education Code 8212; 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 8212; 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 8212; 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 8212; 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 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP 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 hearing 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 8212; 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. (5 CCR 4693)

Policy 4113.5: Working Remotely

Status: ADOPTED

Original Adopted Date: 06/11/2020 **| Last Reviewed Date:** 06/11/2020

The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite. A full-time, part-time, or short-term remote work arrangement may also be granted by the Superintendent or designee to an individual employee, upon request, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.

The opportunity to work remotely shall be entirely at the district's discretion, and no grievance or appeal right may arise from district denial of any employee request for remote work.

Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.

Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.

Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.

The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business when approved by the Superintendent or designee.

Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.

Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of remote work responsibilities. Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.

Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.

Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.

Policy 4213.5: Working Remotely

Status: ADOPTED

Original Adopted Date: 06/11/2020 **| Last Reviewed Date:** 06/11/2020

The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite. A full-time, part-time, or short-term remote work arrangement may also be granted by the Superintendent or designee to an individual employee, upon request, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.

The opportunity to work remotely shall be entirely at the district's discretion, and no grievance or appeal right may arise from district denial of any employee request for remote work.

Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.

Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.

Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.

The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business when approved by the Superintendent or designee.

Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.

Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of remote work responsibilities. Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.

Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.

Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.

Policy 4313.5: Working Remotely

Status: ADOPTED

Original Adopted Date: 06/11/2020 **| Last Reviewed Date:** 06/11/2020

The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite. A full-time, part-time, or short-term remote work arrangement may also be granted by the Superintendent or designee to an individual employee, upon request, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.

The opportunity to work remotely shall be entirely at the district's discretion, and no grievance or appeal right may arise from district denial of any employee request for remote work.

Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.

Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.

Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.

The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business when approved by the Superintendent or designee.

Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.

Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of remote work responsibilities. Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.

Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.

Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.

Policy 4157.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 07/15/2010

The Board of Trustees desires to provide its employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process in order to reduce costs and facilitate employee recovery.

(cf. 3320 - Claims and Actions Against the District)

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

(cf. 4261.11 - Industrial Accident/Illness Leave)

An employee shall report any work-related injury or illness to his/her supervisor as soon as practicable. Upon learning of an injury, a supervisor shall promptly report the incident to the Superintendent or designee and the insurance carrier as appropriate.

The Superintendent or designee shall ensure that every new employee is notified of his/her right to receive workers' compensation if injured at work and that injured employees are given notice of rights in accordance with law.

The Superintendent or designee shall ensure that notifications regarding workers' compensation are posted in accordance with law.

Policy 4257.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 07/15/2010

The Board of Trustees desires to provide its employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process in order to reduce costs and facilitate employee recovery.

(cf. 3320 - Claims and Actions Against the District)

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

(cf. 4261.11 - Industrial Accident/Illness Leave)

An employee shall report any work-related injury or illness to his/her supervisor as soon as practicable. Upon learning of an injury, a supervisor shall promptly report the incident to the Superintendent or designee and the insurance carrier as appropriate.

The Superintendent or designee shall ensure that every new employee is notified of his/her right to receive workers' compensation if injured at work and that injured employees are given notice of rights in accordance with law.

The Superintendent or designee shall ensure that notifications regarding workers' compensation are posted in accordance with law.

Policy 4357.1: Work-Related Injuries

Status: ADOPTED

Original Adopted Date: 07/15/2010

The Board of Trustees desires to provide its employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process in order to reduce costs and facilitate employee recovery.

(cf. 3320 - Claims and Actions Against the District)

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

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The Superintendent or designee shall ensure that every new employee is notified of his/her right to receive workers' compensation if injured at work and that injured employees are given notice of rights in accordance with law.

The Superintendent or designee shall ensure that notifications regarding workers' compensation are posted in accordance with law.

SUBSTITUTE EMPLOYEE ANNUAL NOTIFICATIONS

Certificated Employee Annual Notifications are accessible to all employees on the Districts website which includes the following District Board Policies (BP) and Administrative Regulations (AR).

Administering Medication and Monitoring Health Conditions (AR 5141.21)

Child Abuse Prevention (AR 5141.41)

Drug and Alcohol Free Workplace (BP 4020/AR 4020)

Education for Foster Youth (AR 6173.1)

Education for Homeless Children (AR 6173)

Education for Juvenile Court School Students (AR 6173.3)

Employee Assistance Programs (BP 4159/4259/4359)

Employee Use of Technology (AR 4040)

Environmental Safety (AR 3514)

Evaluation/Supervision (AR 4115/BP 4315)

Family Care and Medical Leave (AR 4161.8/4261.8/4361.8)

Fees and Charges (BP 3260)

Health and Welfare Benefits (AR 4154/4254/4354)

Health Care and Emergencies (AR 5141)

Integrated Pest Management (AR 3514.2)

Local Control and Accountability (BP 0460)

Maintaining Appropriate Adult-Student Interactions (BP 4119.24)

Migrant Education Program (AR 6175)

Nondiscrimination in District Programs and Activities (BP 0410)

Nondiscrimination in Employment (AR 4030/BP 4030)

Non-School Employment (BP 4136/4236/4336)

Postretirement Employment (AR 4117.14/4317.14)

Prevention of Sexual Misconduct and Abuse in Schools (AR 5141.43)

Racial Equity (BP0415.1/ AR0415.1)

Sex Discrimination and Sex-Based Harassment (BP 4119.11)

Temporary/Substitute Personnel (BP 4121/AR 4121)

Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (AR 4119.16/ 4219.16/ 4319.16)

Tobacco Free Schools (AR 3513.3)

Universal Precautions - Bloodborne Pathogens

San Mateo Union High School District

Employee Handbook & Notification

Acknowledgement Form

The San Mateo Union High School District (SMUHSD) and its Governing Board operate according to a vast set of policies and regulations, some of which are based on law (CA Education Code, CA Code of Regulations, etc.). It is, and has always been, the professional responsibility of all District employees to be familiar with and comply with the applicable policies and regulations of the SMUHSD. In order to facilitate employees' understanding of this responsibility; the District has produced an Employee Handbook which outlines, in a concise manner, the most pertinent applicable policies and regulations for each employee group (certificated, classified, etc.). The handbook is posted on the District website.

In addition to the Handbook, the District is required by law, to provide annual notifications to its employees outlining certain specific policies and regulations. The list of required Employee Notifications is available online (4112.9 BP Employee Notifications). Again, the District has produced a concise reference document of Employee Notifications that employees may access on the District website.

Employee Acknowledgement Statement

District employees are being asked to sign this acknowledgement indicating receipt of this notification. Such acknowledgements shall be retained in each employee's personnel file (4112.9 BP Employee Notifications).

Employee's Name (Please print)	Position
Employee's Signature	Date