

# BIGGS UNIFIED SCHOOL DISTRICT

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300 B Street, Biggs, California 95917-9732

Telephone: (530) 868-1281

[www.biggs.org](http://www.biggs.org)

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# 2019-2020 Parent & Student Handbook



Learn more about:

K to 12<sup>th</sup> grade  
Education Programs

Academies and  
Career Pathways

Your Rights and  
Responsibilities

Health and  
Wellness

School Safety

Testing

# BIGGS UNIFIED SCHOOL DISTRICT

## 2019 - 2020

Dear Parents and Students,

I would like to welcome all of you to a new and exciting 2019-2020 school year. While you've been gone, our summer staff have been working hard in cleaning all of the schools in the district and getting things ready for our students and staff. The schools are looking great and we appreciate the hard work that our maintenance, custodial, grounds crews, and our District office staff have done. We are very excited to see the football stadium nearing completion, it has been almost four years since the fire. The new stadium will feature more seating and a new snack bar with bathrooms on the home side. The gym at Richvale has had new window installed and will be ready for use when school opens.

Over the summer Biggs USD attended a State Allocation Board Financial Hardship Hearing for modernization funding. At the hearing Biggs USD was award close to 9 million dollars for modernization project in the district. The district goal will be to start these project in late spring of the 2019-2020 school year.

The administration and staff look forward to working with you and your child(ren) in creating the best learning environment. The goals for Biggs Unified School District are to meet the academic needs of all students, provide open communication with students and parents, and foster excellent community relations.

Your involvement in our schools is critical to the success of all children, especially your own. Included in this booklet are special sections on community involvement and your rights as a parent. Please join one of the parent groups and be partners with us in your child's education. Regular Board meetings are the first Wednesday of every month; please check the District web-page. Agenda and minutes can also be found on our web page at [www.biggs.org](http://www.biggs.org).

As required by California law (EC 48980) you are hereby notified of the rights and responsibilities presented in this pamphlet. Our school district must maintain a record confirming that parents/guardians have been informed of these rights. Therefore, we sincerely appreciate the prompt completion and return of all forms. Your signature does not indicate consent to participate in any particular program. If you do not carry your own health and/or accident insurance, for the sake of your child(ren), I strongly urge you to consider the supplemental plan presented in this packet.

Please remember all volunteers must have their fingerprints checked by the Department of Justice (see page 32).

### SPECIAL ATTENTION

Sometimes we send out reminders, messages, and emergency notifications by a contracted commercial phone system. We are excited to continue to keep you informed on school activities and emergencies. This system will improve safety, notify parents of attendance issues, and provide a means to a quick survey. With this program, we will continue to be able to deliver information in a manner of minutes to all of our Biggs Unified School District parents. This year the system will be used to call parents when students are absent. It is **extremely important** to write your current preferred phone number on the School Emergency Card. Please contact your school if there are any changes to this phone number during the school year.

I look forward to serving you as Superintendent and am committed to making Biggs Unified School District the best district possible. Please contact me at 530-868-1281 x 250 if I can be of any help or assistance to you.

Yours in Education,

Doug Kaelin  
Superintendent  
Biggs Unified School District  
Parent & Student Handbook  
2019-2020

# MISSION STATEMENT

## OF THE BIGGS UNIFIED SCHOOL DISTRICT

Biggs Unified School District's mission is to prepare each student for the future be it vocational or higher education. Students will leave Biggs Unified School District with respect for the world they inhabit and for all humanity.

### **BIGGS UNIFIED SCHOOL DISTRICT CORE VALUES:**

#### **1. Student Achievement**

- ❖ Support the success of all students by maintaining and enhancing quality educational programs.

#### **2. Shared Responsibility**

- ❖ Establish a sense of shared responsibility among all District stakeholders to attack issues in a manner consistent with these core values, and which balances the needs of students, employees and operational demands. Clearly define and pursue common visions that are founded in common sense. Ensure shared accountability for an ownership of agreements made.

#### **3. Mutual Respect**

- ❖ Promote positive professional relationships. Honor units and employees consistent with our mission to attract and retain quality employees to serve our students. Listen to and consider ideas based on their merit in a fair and honest process.

#### **4. Fiscal Responsibility**

- ❖ Believe it is critical to project and preserve the long-term fiscal integrity of the District. Engage in clear, honest and open conversations that confront the realities of state and local economics. Promote cooperation and problem-solving to create long-term solutions and maintain the public's trust.

#### **5. Long-Term Stability**

- ❖ Strive to achieve long-term agreements so that our energy can be focused on providing a high-quality education and improving student achievement.

# ADMINISTRATION

## Our Board of Education

Dennis Slusser 282-2500  
M. America Navarro 566-6492  
Megan Wilkinson 518-6064  
Kathryn Sheppard 868-1201  
Jonna Phillips 868-5589

Meetings: First Wednesday of each month  
Time: 7:00 p.m.  
Place: Administration Board Room  
Agenda: <http://www.biggs.org>

## Administration

Doug Kaelin  
Superintendent, High School Principal, Independent Study Principal, Director of M/O/T  
868-1281, ext. 250

LaQuita Ulrich  
Principal of Biggs Elementary School and Richvale Elementary School  
868-1281, ext. 221

John Strattard  
Director of Maintenance & Food Service  
868-1281, ext. 257

## Schools (530) 868-1281

<b>School Site</b>	<b>Extension</b>
Biggs Elementary School	221/223
Richvale Elementary School	221/223
Biggs High School	271/270

## Alternative Education: (530) 868-1281

<b>School Site</b>	<b>Extension</b>
Independent Study	238

# TABLE OF CONTENTS

---

<b>I.</b>	<b>COMPULSORY SCHOOL ATTENDANCE .....</b>	<b>9</b>
A	ATTENDANCE OBLIGATIONS (CA ED. CODE 48200, 48400, 48980(J)) .....	9
B	ATTENDANCE AREAS / OPEN ENROLLMENT .....	9
C	ABSENCE FOR CONFIDENTIAL MEDICAL SERVICES (CAL. EDUC. CODE §46010.1).....	9
D	RESIDENCY REQUIREMENTS (CAL. EDUC. CODE §§48204, 48206.3, 48207, 48208, 48850, 42 USC 11431, ET SEQ.) .....	10
E	INTERDISTRICT ATTENDANCE AGREEMENTS (CAL. EDUC. CODE §§46600, 46601, 48204, 48980).....	10
F	SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT (NO CHILD LEFT BEHIND (NCLB)) .....	10
G	MINIMUM AGE OF ADMISSION TO KINDERGARTEN (CA ED. CODE 48000) .....	10
H	TRUANCY.....	10
I	VERIFICATION.....	10
J	SUSPENSION.....	11
K	SPECIAL PERMISSION ABSENCE.....	11
L	YEAR END EARLY DEPARTURE PROCEDURE .....	11
M	GRADES AND ABSENCES.....	11
<b>II.</b>	<b>BEHAVIOR EXPECTATIONS AND DISCIPLINE .....</b>	<b>12</b>
A.	RULES OF DISCIPLINE.....	12
B.	OPEN/CLOSED CAMPUS.....	12
C.	DUTY OF DISTRICT REGARDING STUDENT CONDUCT (CAL. EDUC. CODE §§44807, 49000) .....	12
D.	SAFE SCHOOLS.....	12
E.	SKATEBOARDS, ROLLER-BLADES OR SCOOTERS.....	13
F.	STUDENT DRESS CODE (CA ED. CODE 35183).....	13
G.	GANG POLICY (CAL. EDUC. CODE §35183) .....	13
H.	STUDENT SEARCHES.....	14
I.	STUDENT BEHAVIOR STANDARD (CAL. EDUC. CODE §35291) .....	14
J.	SEXUAL HARASSMENT (CA ED. CODE 48900.2).....	16
K.	HATE VIOLENCE (CA ED. CODE 48900.3) .....	16
L.	HARASSMENT (CA ED. CODE 48900.4) .....	16
M.	TERRORISTIC THREATS (CA ED. CODE 48900.7).....	17
N.	SCHOOL/SCHOOL ACTIVITIES CA ED. CODE 48915:.....	17
O.	AUTHORITY OF BUS DRIVER (CA ED. CODE 39831.5).....	18
P.	LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT .....	18
<b>III.</b>	<b>CURRICULAR INFORMATION.....</b>	<b>18</b>

A.	GRADUATION - MINIMUM PROFICIENCY STANDARDS.....	18
B.	CAREER COUNSELING.....	19
C.	ALTERNATIVE SCHOOLS .....	19
D.	PROMOTION/ACCELERATION/RETENTION/GRADUATION .....	19
E.	PROMOTION AND RETENTION CRITERIA (AR 5123(A)): .....	20
F.	DECISION MAKING ROLES/PROCESS.....	21
G.	INSTRUCTIONAL INTERVENTIONS/ALTERNATIVES .....	22
H.	APPEAL PROCESS.....	22
I.	PROVISIONS FOR SUPPLEMENTAL INSTRUCTION .....	22
J.	PROMOTION TO THE NINTH GRADE .....	22
K.	BIGGS HIGH SCHOOL GRADUATION .....	24
L.	ELECTIVE COURSE REQUIREMENTS AND LIMITATIONS .....	25
M.	GRADUATION EXERCISES .....	25
N.	DISSECTION OF ANIMALS (CA ED. CODE 32255) .....	25
O.	THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT (CA ED. CODE 51930-51939).....	25
P.	NON-MANDATORY PROGRAMS (CA ED. CODE 49091.18) .....	26
Q.	GIFTED AND TALENTED EDUCATION (GATE) PROGRAM (CA ED. CODE 52200, ET SEQ., TITLE 5 CALIFORNIA CODE OF REGULATIONS 3820, ET. SEQ.) .....	26
R.	INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES (CA ED. CODE 35186) .....	26
S.	PROFESSIONAL QUALIFICATIONS OF CLASSROOM TEACHERS (CA ED. CODE 35186; NO CHILD LEFT BEHIND (NCLB)).....	26
T.	COMPLAINTS REGARDING TEACHER MISASSIGNMENT AND QUALIFICATIONS, TEACHER VACANCIES, INSTRUCTIONAL MATERIALS, AND FACILITIES (CA ED. CODE 35146, 35160.5, CAL. GOVT. CODE 950-950.8, 54957-54957.8, TITLE 5 CCR 3080, 4600-4671).....	27
U.	TITLE I PROGRAM (NO CHILD LEFT BEHIND (NCLB)).....	27
V.	LIMITED ENGLISH PROFICIENCY (CA ED. CODE 52132, 52133, 52164.1, 52165, 52173; NO CHILD LEFT BEHIND (NCLB)).....	27
W.	FINALITY OF CHANGING GRADES, EFFECT OF PHYSICAL EDUCATION APPAREL ON GRADES (CA ED. CODE 49066).....	28
<b>IV.</b>	<b>STUDENTS WITH SPECIAL LEARNING NEEDS.....</b>	<b>28</b>
A.	STUDENTS WITH HANDICAPS (SECTION 504 OF THE U.S. REHABILITATION ACT) .....	28
B.	SPECIAL EDUCATION .....	28
C.	PARENT COMPLAINTS .....	28
D.	ATTORNEY’S FEES (INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)) .....	29
<b>V.</b>	<b>HEALTH AND WELFARE INFORMATION .....</b>	<b>29</b>
A.	IMMUNIZATIONS .....	29
B.	FIRST GRADE HEALTH SCREENING (CAL. HEALTH & SAFETY CODE 124085) .....	29
C.	HEALTH SCREENINGS (CA ED. CODE 49452-49457) .....	29
D.	HOME/HEALTH INSTRUCTION (CA ED. CODE 48206.3, 48207 AND 48208) .....	30

E. MEDICAL SERVICES.....	30
F. EMERGENCY DATA CARD AND MEDICAL SERVICE .....	30
G. MEDICAL AND HOSPITAL SERVICES RELATED TO SCHOOL ATTENDANCE, ACTIVITIES, OR EVENTS (CA Ed. CODE 49470-49474).....	30
H. MEDICATION DURING THE SCHOOL DAY (CA Ed. CODE 49423, 49480).....	31
I. BICYCLE SAFETY AND HELMET USE.....	31
J. CONTROL OF HEAD LICE IN SCHOOLS.....	31
K. SAFETY PLANS .....	31
L. STUDENT SAFETY.....	31
M. PESTICIDE PRODUCTS.....	32
N. CHILD ABUSE: PROCEDURES FOR PARENTS OR GUARDIANS OF PUPILS TO IDENTIFY AND REPORT CHILD ABUSE COMMITTED AT A SCHOOL SITE BY A SCHOOL DISTRICT EMPLOYEE OR OTHER PERSON .....	32
O. PROHIBITION OF TOBACCO ON CAMPUS (CA Ed. CODE 48901) .....	33
P. DRUG FREE CAMPUSES .....	33
Q. RELEASE OF PUPIL TO PEACE OFFICER (CA Ed. CODE 48906) .....	33
R. MEGAN’S LAW (CA PENAL CODE 290.4) .....	33
A. ROLE OF PARENTS/OR LEGAL GUARDIANS .....	34
B. PARENT INVOLVEMENT (CA Ed. CODE 51100).....	34
C. NOTIFICATION REGARDING SCHOOL PERFORMANCE (NO CHILD LEFT BEHIND (NCLB)).....	34
D. OUTREACH TO PARENTS OF LIMITED ENGLISH PROFICIENT STUDENTS (NO CHILD LEFT BEHIND (NCLB)).....	34
E. PARENT INVOLVEMENT IN PROGRAMS INVOLVING CHILDREN WHO ARE FAILING OR AT RISK OF FAILING (NO CHILD LEFT BEHIND (NCLB)).....	35
F. VISITS TO CAMPUS (CA Ed. CODE 32111, 32212).....	35
G. PARENTS IN THE CLASSROOM (CA Ed. CODE 51100) .....	35
H. NON-PUPIL CHILDREN AND PETS .....	35
I. VOLUNTEER/PARENT FINGERPRINTING .....	35
J. SCHOOL ACCOUNTABILITY REPORT CARDS.....	36
<b>VI. RIGHTS INFORMATION .....</b>	<b>36</b>
A REASONABLE ACCOMMODATIONS.....	36
B HOMELESS EDUCATION ASSISTANCE ACT (MC KINNEY-VENTO (44 U.S.C. 11431, ET SEQ.).....	37
C RELIGIOUS INSTRUCTION .....	38
D NONDISCRIMINATION: RIGHT TO EDUCATION (CA Ed. CODE 221.5, SECTION 504) .....	38
E HATE BEHAVIOR AND HATE CRIMES (CA Ed. CODE 233, 233.5) .....	38
F UNIFORM COMPLAINT PROCEDURES (UCP) .....	39
G STUDENT RECORDS AND RELEASE OF STUDENT DIRECTORY INFORMATION (CA Ed. CODE 49060-49708; 20 U.S.C. 1239G, ET SEQ.; TITLE 24 CODE OF FEDERAL REGULATIONS, PART 99, ET SEQ.).....	40
H RIGHT TO INSPECT INSTRUCTIONAL MATERIALS: .....	42
I PROFESSIONAL QUALIFICATION OF TEACHERS AND INSTRUCTIONAL AIDES .....	42

J	WHAT TO DO IF YOU HAVE A PROBLEM WITH A POLICY, RULE, OR STAFF MEMBER: .....	42
K	COLLECTION OF PERSONAL INFORMATION FOR MARKETING PURPOSES .....	42
L	THE NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS (CA Ed. CODE 49510, ET SEQ.) ....	42
<b>VII.</b>	<b>TESTING .....</b>	<b>43</b>
A	CALIFORNIA ASSESSMENT SYSTEM .....	43
B	ADDITIONAL TESTS OFFERED AT BIGGS HIGH SCHOOL .....	43
C	REPORTING STANDARDIZED TEST SCORES TO PARENTS (CA Ed. CODE 33031, 60605(G)-(H) AND 60641).....	43
D	ADVANCED PLACEMENT – EXAMINATION FEES .....	43
<b>APPENDIX:</b>	<b>.....</b>	<b>44</b>
<b>BIGGS UNIFIED SCHOOL DISTRICT BOARD POLICIES:</b>		
E(2) 1312.4	WILLIAMS UNIFORM COMPLAINT PROCEDURES.....	45
	UNIFORM COMPLAINT PROCEDURES ANNUAL NOTICE.....	48
AR 5131.1	BUS RIDERS RULES AND REGULATIONS.....	50
BP/AR 5132	BIGGS UNIFIED SCHOOL DISTRICT DRESS CODE.....	52
BP/AR 5145.3	NONDISCRIMINATION/HARASSMENT.....	57
BP 5131.2	BULLYING.....	69
BP/AR 5145.7	SEXUAL HARASSMENT.....	75
BP/AR 6020	PARENT INVOLVEMENT.....	84
BP 6146.1	GRADUATION REQUIREMENTS.....	98
AR/E 6163.4	STUDENT USE OF TECHNOLOGY.....	102
	PARENTS’ RIGHTS.....	105
	BIGGS UNIFIED SCHOOL DISTRICT DISCIPLINE MATRIX.....	109
	HEALTHY FAMILIES MEDI-CAL FOR FAMILIES.....	126
	ANTICIPATED PESTICIDES.....	127
	SCHOOL CALENDAR.....	128
	BUTTE COUNTY LIBRARY “MY FIRST LIBRARY CARD” APPLICATION.....	129
	STUDENT INSURANCE PLANS.....	130
	FOOD SERVICE	
	LETTER TO THE PARENTS ABOUT THE FOOD SERVICE PROGRAMS.....	136
	FREE AND REDUCED LUNCH APPLICATION AND INFORMATION.....	137
<b>IMPORTANT - FORMS FOR PARENTS TO SIGN</b>		
	BUSD STUDENT USE OF TECHNOLOGY - <b>MUST RETURN TO SCHOOL</b> .....	138
	BUSD ANNUAL ACKNOWLEDGEMENT OF RIGHTS - <b>MUST RETURN TO SCHOOL</b> .....	141
	BUSD DISCIPLINE MATRIX PARENT/STUDENT SIGNATURE SHEET - <b>MUST RETURN TO SCHOOL</b> .....	142

## **I. COMPULSORY SCHOOL ATTENDANCE**

### **A ATTENDANCE OBLIGATIONS (CA Ed. Code 48200, 48400, 48980(j))**

All school age children between the ages of 6 and 18 years not exempted are required by law to attend school each day during the school year except for the following reasons: illness; quarantine (under the direction of the county health officer); medical, dental, optometrical or chiropractic services (we ask that you schedule medical, dental, optometrical or chiropractic services after school or on non-school days whenever possible to limit your child's absences from school); funeral services of a member of the immediate family; jury duty; appearance in court; observance obligations of a student's religion; attendance at religious retreats (not to exceed four hours per semester); exclusion from school for health and safety reasons; employment conferences; or some other reason approved by the school principal. The only exception is when the educational needs are met through a legally acceptable alternative program. Vacations should be scheduled during non-school days.

If your child must miss at least part of the school day, we request that time be in the afternoon.

Pursuant to CA Ed. Code 48205, a student absent from school for one of the previously acceptable reasons shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided, and upon satisfactory completion within a reasonable period of time, shall be given full credit. A parent/guardian is obligated by law to compel the student to attend school. A parent/guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Remember, every day counts! If you know your child will be missing school, please contact the School Attendance office to discuss the length of the absence and ways you can help your student stay academically connected.

### **B ATTENDANCE AREAS / OPEN ENROLLMENT**

The Governing Board shall allow students who reside permanently within district boundaries to apply for enrollment in any district school where space is available, provided such enrollment does not adversely affect the district's plan to alleviate or prevent the racial or ethnic segregation of minority students.

If while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school (20 USC 7912; 5 CCR 11992).

### **C ABSENCE FOR CONFIDENTIAL MEDICAL SERVICES (Cal. Educ. Code §46010.1)**

Under appropriate circumstances, the District may excuse students in grades 7-12 from attendance for the purpose of obtaining confidential medical services without parent

consent. For more details on this topic please contact the Office of the District Superintendent.

D RESIDENCY REQUIREMENTS (Cal. Educ. Code §§48204, 48206.3, 48207, 48208, 48850, 42 USC 11431, et seq.)

A pupil shall be deemed to have complied with the residency requirements for school attendance in BUSD if they have met the requirements outlined in Sections 48200 and 48204 of the California Education Code.

E INTERDISTRICT ATTENDANCE AGREEMENTS (Cal. Educ. Code §§46600, 46601, 48204, 48980)

A parent/guardian may apply for an Interdistrict Attendance Agreement for his/her child to attend a school outside his/her resident district. A student who lives with one or more parents who is employed (but does not reside) within the boundaries of a particular school district may request a transfer to that district. The school district chosen may reject such a request so long as it does not discriminate based on race, ethnicity, sex, parental income, academic achievement, or any other arbitrary consideration. Either the district of parent residence or the district of parent employment may prohibit the proposed transfer if it is determined that the transfer will cause a negative financial impact on the district. Parents may appeal a denial of an interdistrict attendance permit or attendance request to the Board of Education for the county in which the parent resides. There are strict procedures and timelines related to any appeal. Interdistrict transfer applications are available. Further information is in the District Office.

F SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT (No Child Left Behind (NCLB))

The District is required to promptly notify parents or guardians of each student enrolled in an elementary school or secondary school identified for school improvement, of the corrective action to be taken, and any plans for restructuring.

G MINIMUM AGE OF ADMISSION TO KINDERGARTEN (CA Ed. Code 48000)

Children who will have their 5th birthday on or before September 1st of the school year shall be admitted to kindergarten at the beginning of that school year.

H TRUANCY

The state mandates that students attend school. Habitual truants will be referred to the School Attendance Review Board or the Butte County District Attorney. Parents who fail to hold their children accountable for school attendance may be subject to a fine.

I VERIFICATION

Statements from a parent or guardian are usually sufficient to verify excused, justified, or personal reasons for absences. A student who misses ten or more days or portions of days in a single school year may be required to have his or her absences verified by a physician's statement or school employee.

**Please call the school each day that your child is out to verify the absence.**

**J**     SUSPENSION

According to California Education Code, teachers have sole discretion for allowing make-up work for out-of-school suspensions.

**K**     SPECIAL PERMISSION ABSENCE

Upon advance written request of at least five (5) days by the parent(s)/guardian(s), the District Superintendent or designee may approve an absence of up to five (5) days per year. The site principal will review and make his/her recommendation to the Superintendent based on, but not limited to, the following criteria:

- a.     Good attendance which is defined as being in attendance for at least 95% of the current school year or the prior school year if the request is made at the beginning of the year.
- b.     A “C” average or not deficient in units for grades 5 – 12.
- c.     Not identified as performing below the minimum standards for promotion for grades K – 4.
- d.     This provision is not eligible to be used in conjunction with the Thanksgiving break, the two (2) week Winter break or in conjunction with Spring break.

The student and parent(s)/guardian(s) are responsible for all work missed. The student and parent(s)/ guardian(s) shall request assignments for the time period to be missed at least three days in advance.

Upon return, the student shall have one day for each day missed to turn in the work.

**L**     YEAR END EARLY DEPARTURE PROCEDURE

A request for early year-end departure from school before the close of the school year may be given consideration, with the following procedures applicable:

A written request for early departure, signed by a parent and stating the reason for the request, will be submitted to the principal.

The principal determines whether the request will be granted.

If early departure is due to change in residence, severe illness, or approved personal reasons, the pupil will be awarded credit and a semester grade in each subject according to the pupil's class standing at the time, after completing such make-up and/or examinations deemed appropriate by the teacher and Principal.

Report cards will be mailed to pupils after the close of the school year.

**M**     GRADES AND ABSENCES

Education Code (48205) prohibits the reduction of a grade or loss of academic credits for excused absences. If you know of a student who is penalized in this way, contact the school counselor, school principal, or superintendent.

## **II. BEHAVIOR EXPECTATIONS AND DISCIPLINE**

### **A. RULES OF DISCIPLINE**

Rules of discipline are enclosed with this information packet.

### **B. OPEN/CLOSED CAMPUS**

Having an Open Campus is a privilege. Students are not to loiter on or near private homes and businesses during school hours. There will also be days when the high school campus is closed during lunch. On those days, the students must eat at school unless special arrangements are made in advance. "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds."

The district operates a closed campus daily for grades 8 and lower, except where the specific written permission and waiver of responsibility by the parents has been furnished, or with Board approval.

(EC 44808.5).

### **C. DUTY OF DISTRICT REGARDING STUDENT CONDUCT (Cal. Educ. Code §§44807, 49000)**

Every teacher and administrator is required to hold pupils accountable for their conduct on the way to and from school, on school grounds, and at school-related activities and events. Teachers and administrators will exert the amount of physical control over students that is legally permissible and reasonably necessary to maintain order, protect property, protect the health and safety of students and staff, and maintain proper and appropriate conditions conducive to learning.

### **D. SAFE SCHOOLS**

The Biggs Unified School District takes proactive measures to protect the safety of all our students and staff members. Biggs Unified School District representatives work in close collaboration with local, state, and federal health, safety, and emergency personnel to develop and maintain plans for coping with a variety of emergency response situations. Plans are regularly reviewed and updated. School system personnel practice these drills on a regular basis. Actions taken during any type of emergency situation depend a great deal on the specifics of the incident. For example, one of three things may occur for students and families: 1) Students may be dismissed on an early dismissal schedule; 2) Schools may experience a "Code Red" lockdown. In a "Code Red" lockdown, classes may continue with all outside activities discontinued; all doors/windows locked and individual classrooms secured; or 3) Schools may experience a shelter in place for students. A shelter in place is a short-term measure used to temporarily separate people from a hazardous outdoor environment and school staff is prepared to maintain as safe and normal an environment as possible within the school.

If an incident occurs at a school, we ask that parents NOT go directly to the school. In times of emergency, a variety of local media will be used to provide information. Parents should tune into local major radio and television stations, call the district office at (530) 868-1281, or visit the district website at [www.biggs.org](http://www.biggs.org) for emergency updates. Parents may be contacted by phone through the District's automated phone system. Students will not be released to parents if public safety officials have declared it is dangerous for parents to travel to the school to pick up students or the lives of persons in the school would be jeopardized in opening the outside school doors or the school is otherwise restricted by those officials. Students will be released to parents as soon as officials have determined it is safe. When students are released they will be released to parents or other individuals listed on the student's emergency form only. No student will be released to any individual who is not specifically listed on the emergency form including an older sibling. All adults must show photo ID when picking up a student. Parents can help by giving the most accurate, up-to-date health and emergency information to the school office.

E. SKATEBOARDS, ROLLER-BLADES OR SCOOTERS

In accordance with Biggs Unified School District safety and liability guidelines, no skateboards, roller-blades or scooters are allowed to be operated on any Biggs Unified School District site.

F. STUDENT DRESS CODE (CA Ed. Code 35183)

Student dress has been shown to influence behavior and the learning environment. It is expected that all students shall wear clothes that are clean, neat, appropriate, safe and not disruptive to the teaching and learning process.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement is prohibited on school grounds and at school activities on or off campus. *A copy of Board Policy 5132, Dress Code, is attached to this packet.*

G. GANG POLICY (Cal. Educ. Code §35183)

Gang-related conduct or activities on school campuses and during all school sponsored activities are a threat to the safety of others and are strictly prohibited. The Board of Education intends to maintain campuses which are safe in accordance with California law.

The Board rejects any substantiated gang activity which advocates hazing, drug use, violence, vandalism, disruptive behavior or other illegal activities on school grounds or at school functions. Students wearing, carrying, or displaying gang paraphernalia, making gestures which symbolize gang membership, or intimidating another student may be subject to appropriate disciplinary action.

Gang-related conduct/activities include, but are not necessarily limited to: producing graffiti, wearing of apparel, displaying “colors”, conducting hazing such as rites of initiations, displaying hand signals, and clothing arrangements, producing, displaying, or advocating trademarks, accessory items, or any other symbols or actions which would denote membership/involvement in gangs as identified by the administration or by law enforcement.

The Board establishes that gang-related conduct or activities are a source of potential consequent violence. Students who engage in gang related activities shall be subject to disciplinary procedures outlined in Board Procedure, which may include suspension and/or expulsion from school.

#### H. STUDENT SEARCHES

For the safety and welfare of students and personnel, and to maintain order and discipline, school administrators may physically search students and their lockers, desks, cubby holes, clothing, backpacks, purses, book bags, brief cases and other such containers, or student automobiles, when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or school rules. Dogs may be used to assist in the detection of contraband. Searches will be reasonable in light of both age and sex of the student and the nature of the suspected infractions. Such searches may be conducted while the student (and/or effects) is/are on school grounds, under school or district supervision and/or while engaged in a school or district activity.

The products of such a search may be turned over to the proper legal authorities, including, but not limited to, the Biggs/Gridley Police, Butte County Sheriff, and/or utilized by the District itself for ultimate disposition and/or use as evidence. If illegal substances are found or if students refuse to cooperate, appropriate school disciplinary actions will be implemented.

Because students' lockers, desks, cubby holes and similar storage areas are the property of the District and because the control of such areas is joint as between the student and the district, these areas are subject to search at any time. A copy of Policy 5145.12, Search and Seizure, is available at the district office or school sites.

#### I. STUDENT BEHAVIOR STANDARD (Cal. Educ. Code §35291)

The Biggs Unified School District Board of Education believes that every student has a legal right to attend a safe and secure school and its related activities. The school staff has the authority and support to maintain discipline in order for the schools to function in accordance with their intended purpose. The board will not tolerate activities which threaten the safety and well-being of students, staff or property. School personnel will hold students accountable for their conduct at school and at all school related activities.

Each student in the district is expected to abide by all federal, state, local and school laws and regulations. Also, each student is expected to exhibit common courtesies of decency, morality, cleanliness, honesty and cooperation. Any student who fails to comply with the district's student behavior standard is subject to disciplinary action.

A student is subject to school disciplinary action (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period, whether on or off the school campus, or (4) during, or while going to or coming from, a school-sponsored activity. The board has approved a district-wide discipline matrix (enclosed in the Appendix).

A student may be suspended or expelled from school when it is deemed that the student has:

- a. 1) caused, attempted to cause, or threatened to cause physical injury to another person;  
2) willfully used force or violence upon the person of another, except in self-defense;
- b. possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous objects unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal (a principal shall immediately suspend any student found to be in possession of a firearm at school or at a school activity and recommend expulsion to the board);
- c. unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind;
- d. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind and then either sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant;
- e. committed or attempted to commit robbery or extortion;
- f. caused or attempted to cause damage to school property (including electronic files, other databases and computer information) or private property;
- g. stolen or attempted to steal school property or private property;
- h. possessed or used tobacco or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this does not prohibit use or possession by a student of his or her own prescription products;
- i. committed an obscene act or engaged in habitual profanity or vulgarity;
- j. unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia as defined in the Health and Safety Code (Section 11014.5);
- k. disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties;
- l. knowingly received stolen school property or private property;

- m. possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- n. committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code;
- o. harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both;
- p. unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- q. a pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a);
- r. committed an act or offense enumerated in Education Code Section 48915, quoted below.

J. SEXUAL HARASSMENT (CA Ed. Code 48900.2)

A student may be suspended or recommended for expulsion when it is determined that the student has committed sexual harassment as defined in Government Code Section 212.5. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the student's academic performance or to create an intimidating, hostile or offensive educational environment. (This section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.) Copies of BUSD Policy 5145.7 which defines sexual harassment and the grievance procedures are attached and are also available at the district office. In addition, each secondary school also publishes a student discipline handbook with information specific to that school.

K. HATE VIOLENCE (CA Ed. Code 48900.3)

In addition to the reasons specified, a student in any of grades 4 through 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5 of the Education Code. ("Hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.)

L. HARASSMENT (CA Ed. Code 48900.4)

In addition to the grounds specified, a student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that school personnel or student or group of students by creating an intimidating or hostile educational environment.

M. TERRORISTIC THREATS (CA Ed. Code 48900.7)

- a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- b. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

N. SCHOOL/SCHOOL ACTIVITIES CA Ed. Code 48915:

The principal or superintendent shall recommend expulsion of a pupil for any of the following acts committed at school or a school activity:

- a. Causing serious physical injury to another person.
- b. Possession of any knife, explosive or other dangerous object.
- c. Unlawful possession of any controlled substance.
- d. Robbery or extortion.
- e. Assault or battery upon any school employee.

The principal or superintendent shall immediately suspend and recommend expulsion of a pupil who has committed any of the following acts at school or at a school activity:

- a. Possessing, selling or furnishing a firearm.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance.
- d. Committing or attempting to commit a sexual assault or sexual battery.
- e. Possession of an explosive.

An individual with exceptional needs currently enrolled in a special education program may be expelled for the same reasons as a regular education student providing that an Individual Education Program (IEP) team has met prior to the governing board ordering expulsion. It is necessary for this team to meet because expulsion is considered a change in placement.

O. AUTHORITY OF BUS DRIVER (CA Ed. Code 39831.5)

Students transported in a school bus or in a school student activity bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Continuing disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. A bus driver shall not require any student to leave the bus en route between home and school or other destinations.

P. LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT

California Education Code (EC) Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district or private school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian shall not exceed \$15,693.

The parent or guardian of a minor is liable for any reward, not exceeding \$10,000 adjusted annually for inflation, paid pursuant to Government Code Section 53069.5. Government Code Section 53069.5 allows local agencies to offer and pay a reward for information leading to the identification and apprehension of any person who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person.

The District shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts. When the minor and parent are unable to pay for the damages, or to return the property, the school District shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student shall be released.

### **III. CURRICULAR INFORMATION**

A. GRADUATION - MINIMUM PROFICIENCY STANDARDS

No student shall participate in graduation exercises from high school who has not earned a Diploma, Certificate of Completion, or Certificate of Achievement. Differential standards may be set for individuals with exceptional needs and those requiring accommodation. No student shall receive a diploma of graduation or participate in graduation exercises from

eight grade who has not passed the constitution test, maintained a 1.5 grade point average, and passed all core classes in both seventh and eighth grade (math, science, social science and English language arts) (BP 6146.1). All students, annually and incoming transfer students, shall be informed of these requirements by the school principal.

B. CAREER COUNSELING

Parents must be notified in writing at least once, in advance of career counseling and course selection, to enable to participation in the decision at grade levels 9 through 12 (EC 40).

C. ALTERNATIVE SCHOOLS

Education Code Section 58501 requires that a notice be sent regarding the availability of alternative schools. This Code Section requires the following wording:

"NOTICE OF ALTERNATIVE SCHOOLS"

California State Law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative schools or a separate class group within a school that is operated in a manner designed to:

- a. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resource-fullness, courage, creativity, responsibility, and joy.
- b. Recognize that the best learning takes place when the student learns because of his desire to learn.
- c. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- d. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.
- f. Accommodate diverse learning styles, unique personal needs, or vocational demands experienced by individual students.

In the event any parent, pupil or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the administrative office of this District and the Principal's office in each attendance unit have copies of the law available for your information. Forms for referrals to alternative programs are available at each school office.

D. PROMOTION/ACCELERATION/RETENTION/GRADUATION

What follows is the District Policy and Regulation on promotion, acceleration, retention, and graduation.

Biggs/Richvale Elementary School:

The Biggs Unified School District Board of Trustees believes that every child can be successful in their educational endeavors provided that he/she receives the necessary support services. When students do not meet expected achievement levels, ignoring the problem of failure, or doing again what failed to work the first time (simple retention), are not the answers. Neither promotion nor retention is an adequate response to student underachievement, as neither provides appropriate support and requires changes in instructional methodology, content, or curriculum.

The Governing Board expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level expectations for student achievement. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

In order to promote student success, the District recognizes the importance of the following:

- a. The adoption of rigorous, grade level academic expectations, and curriculum and assessments to support them.
- b. Practices that provide for early identification of students at risk.
- c. Timely and appropriate interventions for children falling behind
- d. Well-prepared teachers in every classroom.
- e. The critical role that parents or legal guardians play in their student's educational success.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration to a higher-grade level.

E. PROMOTION AND RETENTION CRITERIA (AR 5123(a)):

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, and administrative regulation.

Decisions regarding promotion and retention shall be based upon criteria identified by the Biggs Unified School District.

These criteria will apply between the following grades and be based primarily on the pupil's level of achievement in the subject areas indicated:

- Between first and second grade (reading only);
- Between second and third grade (reading only);
- Between third and fourth grade (reading only);

- Between fourth and fifth grade (reading, English/language arts, and mathematics);
- Between fifth and sixth grade (reading, English/language arts, and Mathematics);
- Between sixth and seventh grade (reading, English/language arts, and mathematics).

Children five years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the teacher recommends and the parents/legal guardians and the district agree that the child shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parents/legal guardians, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

A student shall not be retained more than one time. However, students meeting the criteria for retention who have been previously retained will be assigned to remedial or alternative programs.

Pupils will be identified for possible retention, or as being at risk of retention, based on the district-wide multiple achievement measures for each grade level in the content areas identified above. The multiple measures include:

- CAASPP test results - Reading, Language Arts, Mathematics (Normal Curve Equivalent - NCE - of 25 or below)
- Student grades in reading, language arts, and mathematics based on Grade level expectations (Grades of Unsatisfactory and Needs to Improve for Primary; Grades of D and/or F for Intermediate Grades)
- SABE II for English Language Learner students
- RESULTS Assessment Data (Seriously below grade Level)

A Pupil will only be retained when his or her score on the Light's Retention Scale indicates that s/he is an appropriate candidate for retention and the possibility of adverse effects due to the retention are minimal.

Special education students' achievement data will be reviewed in relation to the district multiple measures as well as their IEP requirements. The IEP Team will have the responsibility to make the decision on grade placement based on the students' progress.

For students with Accommodation Plans under section 504 of the Rehabilitation Act, the Accommodation Plan Team will have the responsibility to make the decision on grade placement based on the students' progress.

English Language Learners (ELL) will be given appropriate district language acquisition time to work toward the performance standards on these multiple measures prior to consideration for retention.

#### F. DECISION MAKING ROLES/PROCESS

Pupils scoring below the established criteria shall be retained unless the regular classroom teacher determines, in writing with specific reasons and recommendations, that retention is not appropriate. This written determination shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement.

G. INSTRUCTIONAL INTERVENTIONS/ALTERNATIVES

When a student is recommended for retention or is identified as being at risk of retention, the Superintendent or designee shall provide opportunities for intensive instructional interventions to assist the student in overcoming his/her academic deficiencies. The district shall offer these students direct, systematic, intensive supplemental instruction based on diagnosed needs. Such opportunities may include but are not limited to tutorial programs, before-and-after school programs, summer school, Saturday school, and/or the establishment of study groups. Each student who participates in an intervention program shall be reassessed at the end of the intervention to determine his/her progress toward meeting the designated criteria.

H. APPEAL PROCESS

Parents/legal guardians may decline to have their child participate in the intervention program. Should the parents/legal guardians decline the intervention, s/he must conference with the principal and confirm his/her choice in writing, acknowledging the ramifications of the decision. However, the parents or legal guardians must understand that the student may still be retained if the intervention program is declined.

I. PROVISIONS FOR SUPPLEMENTAL INSTRUCTION

Supplemental services shall not be provided during the pupil's regular instructional day if doing so would result in the pupil being removed from classroom instruction in the core curriculum. Core academic areas have been defined as essentially any academic subject the district offers during the regular year, including physical education. (Education Code 37253.5)

Supplemental instruction provisions:

- Plan a program of instruction for each student based on diagnostic information.
- Set clear academic goals for each student, and regularly monitor progress.
- Provide various models that capitalize on existing school programs and resources.
- Ensure that appropriate staff development in supplementary instructional programs is available to staff.
- Evaluate the effectiveness of supplementary instructional programs.

J. PROMOTION TO THE NINTH GRADE

7th and 8th grade students:

Students must demonstrate proficiency of the U.S. Constitution.

Students must pass (D or above) all core classes (math, science, social science and English Language Arts) in both seventh and eighth grade.

Only students who meet these requirements will be promoted to the ninth grade. Summer school courses will be accepted in the fall of the following school year in order to meet these promotion requirements, but only after the summer school work has been completed. Upon recommendation of the Superintendent or designee the Board may waive requirements in cases of exceptional hardship, (e.g. illness or last minute transfer into the District). (CF BP/AR 6146 - High School Graduation Requirements)

K. BIGGS HIGH SCHOOL GRADUATION

BASIC REQUIREMENTS 9-12

A student will have met the course requirements for graduation from high school by completing courses of study to include:

Total Credits - 240 credits

Specific Course Requirements

English*	40 credits
Mathematics	30 credits
Science**	20 credits
Fine Arts or Foreign Language***	10 credits
World History/Geography/Cultures	10 credits
U.S. History/Geography	10 credits
American Government/Economics	10 credits
Physical Education****	20 credits
Health Education	5 credits
Computer Skills	5 credits
Reading	<u>20 credits</u>
Required Credits	180 credits
Elective Credits	<u>60 credits</u>
	240 credits

\*English - 40 credits required as follows:

English I, II, III, IV 40 credits \*

\*ELD 1,2,or 3 meets the 1-year English requirement.

\*\*Science –20 credits required as follows:

Physical Science 10 credits required from among:

General Physical Science, Earth Science, Chemistry, or Physics.

Life Science 10 credits required from among :

General Life Science, Biology

10 credits of Animal Science and 10 credits of Plant Science will meet the 10 credit Life Science requirement.

\*\*\*Fine Arts or Foreign Language - 10 credits required from among:

Foreign Language any language offered

Fine Arts Drama, Band, Crafts

Floriculture I or Floriculture II (grades 10/11/12)

\*\*\*\*Physical Education - 20 credits required:

All 9th grade students must be enrolled in physical education.

L. ELECTIVE COURSE REQUIREMENTS AND LIMITATIONS

The District requires students to accumulate a total of 240 credits in order to graduate. In satisfying the District's course requirements a student will receive a total of 180 credits. The balance of 60 credits required for graduation may be taken as elective courses from among the offerings of the school within the following guidelines:

Work Experience and Teacher Assistant - Participation in these programs is restricted to students in grades 11 and 12. The total number of credits to be earned in each program shall be limited to 10 credits per semester for a maximum of 20 credits per year.

Exceptions to the above limitations shall be made only upon the approval of the principal.

M. GRADUATION EXERCISES

To participate in graduation ceremonies for either 8th grade or high school, students must meet all requirements including, but not necessarily limited to course completion, credit accrual, Algebra I, and passing the U.S. constitution test (8th grade) and California High School Exit Exam (by end of 12th grade). Students must qualify for a High School Diploma, Certificate of Completion, or Certificate of Achievement to participate in High School graduation exercises. Graduation exercise is a privilege and not a student right. If a student is suspended during the last month of the school year, they may be held out of the graduation exercises. (See BP 6146)

N. DISSECTION OF ANIMALS (CA Ed. Code 32255)

You have the right to request in writing that a pupil be excused from participating in instructional activities requiring the dissection of preserved or dead animal specimens in biology, physiology and home economics. The teacher may work to develop an alternate approach to provide the same instruction.

O. THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT (CA Ed. Code 51930-51939)

The district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in middle school and at least once in high school. This information may be taught by school district personnel or outside consultants and shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. All written and audiovisual educational materials used in this instruction will be available for inspection by the public. You will be notified about the date of instruction and whether this information will be taught by school district personnel or outside agency consultants. You have the right to request a copy of California Education Code Section 51933 and Section 51934.

Students are encouraged to communicate with parents/guardians about human sexuality. If you wish to excuse your student from participation in all or part of this comprehensive

sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks, you may notify the school by using the Acknowledgement of Rights form provided by the district or another written form. Such requests shall be valid for the school year in which they are submitted, but may be withdrawn by the parent/guardian at any time. You will be notified of this instruction at least 14 days before the instruction is delivered.

P. NON-MANDATORY PROGRAMS (CA Ed. Code 49091.18)

Except as allowed by law with regard to public school employees, the District does not require the pupil or pupil's family to participate in or submit to any of the following: any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any non-academic home-based counseling program; or any parent training or family education service plan.

Q. GIFTED AND TALENTED EDUCATION (GATE) PROGRAM (CA Ed. Code 52200, et seq., Title 5 California Code of Regulations 3820, et. seq.)

In an effort to meet the individual needs of all students enrolled in the Biggs Unified School District, the district maintains an alternative educational program which provides special learning opportunities for qualifying students who evidence exceptional intellectual capacity. This program is entitled the Gifted and Talented Education (GATE) Program. It is required that students be formally identified as GATE students in order to enroll in this program. The classes are offered within a variety of formats: pullout, cluster groups within general education classes and special classes within the regular school program. Screening for this program is done in the spring of every year. Nominations may be made by parents, school personnel or community members. Anyone wishing to nominate a student to the screening process should contact the school principal, GATE coordinator, or counselor of the student's school of attendance.

R. INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES (CA Ed. Code 35186)

The District is required to provide sufficient textbooks and instructional materials. Each pupil, including English learners, must have textbooks or instructional materials, or both, to use in class and take home. The District is also required to provide school facilities that are clean, safe, and maintained in good repair.

S. PROFESSIONAL QUALIFICATIONS OF CLASSROOM TEACHERS (CA Ed. Code 35186; No Child Left Behind (NCLB))

The District has an obligation to assign properly qualified teachers to each classroom. Teacher vacancies or misassignments are prohibited. Parents who attend schools of the District receiving Title I federal funds have the right to request and receive timely information on the professional qualifications of their children's classroom teachers and paraprofessionals (teachers' aids), including:

- Whether the teacher has met state credential or license criteria for grade level and subject matter taught.
- Whether the teacher is teaching under emergency or other provisional status.

- The baccalaureate degree major of the teacher and any other graduate certification or degree held.
- Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

Individual parents of children attending Title I schools are also entitled to receive the following: information on the level of achievement of their child in each of the state academic assessments; and timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

T. COMPLAINTS REGARDING TEACHER MISASSIGNMENT AND QUALIFICATIONS, TEACHER VACANCIES, INSTRUCTIONAL MATERIALS, AND FACILITIES (CA Ed. Code 35146, 35160.5, Cal. Govt. Code 950-950.8, 54957-54957.8, Title 5 CCR 3080, 4600-4671)

Any parent wishing to bring a complaint related to a teacher’s qualifications, assignment, a teacher vacancy, instructional materials, or school facilities may file a Uniform Complaint with the District. Instructions for filing a Uniform Complaint are found in this document under “Rights Information,” below.

U. TITLE I PROGRAM (Every Student Succeeds Act (ESSA))

To enrich the educational experiences of qualifying students, federal Title I funds are used to provide additional classroom materials and/or services for those identified students. Annually, parents will be provided with the opportunity to attend a public meeting at their site to discuss the purpose and goals of the Title I Program. Additionally, parents will be provided with periodic opportunities to meet with school representatives to:

- Participate in the planning, operation and evaluation of the school program;
- Discuss parent’s rights;
- Assist with the development, implementation and evaluation of the school program; and
- Assist with school/community involvement and communications.

V. LIMITED ENGLISH PROFICIENCY (CA Ed. Code 52132, 52133, 52164.1, 52165, 52173; No Child Left Behind (NCLB))

All parents of limited English proficient (LEP) students who are to be enrolled in an English Immersion class must be notified in writing in English and their primary language of the following: 1) Their child’s enrollment in one of the District’s language instruction educational programs; 2) the reasons that the child has been identified for participation in the District’s language instruction educational program; 3) the child’s English and primary language assessment results; 4) a non-technical description of the program in which their child is to be enrolled; 5) other program options that may be available; 6) their right to visit the program; 7) their right to participate in school and District advisory committees; and 8) their right to withdraw their child from the program by signing a waiver available at the school. In addition, parents of English-proficient students must be notified of their child’s enrollment in an Immersion Program option or an impacted language program and must give their approval orally or in writing of such placement.

W. FINALITY OF CHANGING GRADES, EFFECT OF PHYSICAL EDUCATION APPAREL ON GRADES (CA Ed. Code 49066)

The grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, shall be final.

The governing board of the District and the Superintendent of such District shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions related to the changing of such grade.

No grade of a pupil participating in a physical education class may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

#### **IV. STUDENTS WITH SPECIAL LEARNING NEEDS**

A. STUDENTS WITH HANDICAPS (Section 504 of the U.S. Rehabilitation Act)

The District does not discriminate against students on the basis of disability or handicap. Per Section 504 of the U.S. Rehabilitation Act, the District provides appropriate accommodations to ensure that all students with handicaps have equal access to a free and appropriate public education.

B. SPECIAL EDUCATION

If your child is an "individual with exceptional needs," special education is available at no cost to you. To qualify as an individual with exceptional needs, an Individual Educational Planning (IEP) Team must find the student eligible due to one of the following disabilities: autism; hearing impairment; visual impairment; developmental delay; orthopedic impairment; learning disability; emotional disturbance; speech disorder; language disorder or delay; traumatic brain injury; medical disability; or serious health impairment. Special Education services may include assessment; individualized instruction; speech; occupational or physical therapy; counseling; Resource Specialist Program; Special Day Class placement; transportation; or other services determined by an IEP Team. (EC 56030 et. seq.)

If you or an acquaintance knows of a child with any type of disability condition who is not receiving special education services or covered by an accommodation plan, please notify the site principal or superintendent as soon as possible.

C. PARENT COMPLAINTS

The District has detailed procedures for handling complaints regarding special education eligibility and programs. Any parent who believes the District is in violation of federal or state law governing the identification or placement of a student entitled to or suspected of having special education needs or related issues, may file a written complaint with the

District by contacting the Superintendent at the District Office or by calling 868-1281, ext. 250.

D. ATTORNEY'S FEES (Individuals with Disabilities in Education Act (IDEA))

The Individuals with Disabilities in Education Act states that a court may award reasonable attorneys' fees to a parent/guardian of a disabled pupil who is a prevailing party in any action or proceeding brought under the procedural safeguards of the Act. A court can also order that the parents or their attorney pay the District's attorney fees if it is determined that they have pursued a claim that is "frivolous, unreasonable or without foundation" or present such a claim for any "improper purpose" such as "to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

**V. HEALTH AND WELFARE INFORMATION**

A. IMMUNIZATIONS

The district must cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. This cooperation may involve student immunizations, which require parental notice and consent. EC 49403.

All students entering, advancing to or repeating seventh (7th) grade must have completed all three shots in the hepatitis B vaccine series. Students who have not started the series or who are overdue for the next dose in the series will be excluded.

A new law (Assembly Bill 354 signed into law in September 2010) requires all students entering or advancing to grades seven through twelve in the 2011-2012 school year to be immunized with a pertussis vaccine booster called Tdap. We will need proof of your child(ren)'s pertussis vaccination before school starts.

Whenever there is good reason to believe that a student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until the school authorities are satisfied that the condition does not exist. EC 49451, 49455.

B. FIRST GRADE HEALTH SCREENING (Cal. Health & Safety Code 124085)

Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the county health department. Failure to comply with this requirement or signing of an appropriate waiver may result in exclusion from school for up to five days.

C. HEALTH SCREENINGS (CA Ed. Code 49452-49457)

Systematically, health screenings are provided for children. These include screening students for scoliosis, vision and hearing. You may notify the principal of the school your child is attending, in writing, annually, if you do not wish to consent to screening examinations of your student. The student would then be exempt from any screening examination.

D. HOME/HEALTH INSTRUCTION (CA Ed. Code 48206.3, 48207 and 48208)

A student with temporary disabilities that make attendance in regular school day classes impossible or inadvisable shall receive educational services as provided by the district. You are requested to notify the school principal of your student's temporary disability and the need for individual instruction. Note that "temporary disability" means a physical, mental, or emotional disability which after a reasonable period, a student can be expected to return to school. Temporary disability is not a disability identified for special education.

A student with a temporary disability who is placed in a hospital or other residential health facility (excluding a state hospital) located outside of the school district in which you reside will comply with the school residency requirements in the school district in which the facility is located. You are requested to notify the school district in which your student is housed of the student's presence and the need for instructional services.

E. MEDICAL SERVICES

Medical or hospital services for pupils injured while participating in athletic activities under the jurisdiction of, or sponsored or controlled by the district or any authority of any school of the district, are not provided or made available.

No pupil shall be compelled to accept such medical or hospital services without his/her consent, or if s/he is a minor, without the consent of his or her parent (EC 49472).

In spite of the requirement that a school district obtain parental consent prior to medical treatment being rendered, the Education Code (49407) provides that no school district, officer of any school district, school principal, physician, or hospital treating any child enrolled in any school in any district shall be held liable for the reasonable treatment of a child without the consent of a parent or guardian of the child when the child is ill or injured during regular school hours and requires reasonable medical treatment when the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

F. EMERGENCY DATA CARD AND MEDICAL SERVICE

It is mandatory that each student have a current emergency data card on file at the school. It is extremely important that the card is complete, current and accurate, particularly the address and phone number. Please complete, sign and return this card to school officials at the opening of school. This emergency data card will let school officials know which physician, relative or family friend to contact in case of emergency and also serves as authorization to allow the student to receive medical services.

School authorities may excuse any pupil grade 7 through 12 from the school for the purpose of obtaining confidential medical service without the consent of the pupil's parent. (64 Ops. Atty. Gen. 346 (1981).

G. MEDICAL AND HOSPITAL SERVICES RELATED TO SCHOOL ATTENDANCE, ACTIVITIES, OR EVENTS (CA Ed. Code 49470-49474)

The District does not provide insurance or medical or dental services, including ambulance service, to pupils injured at school or school-sponsored events, including athletic activities, or while being transported in connection with school events or activities. Insurance is the sole responsibility of the parent/guardian. However, a brochure concerning student insurance is attached for your convenience.

H. MEDICATION DURING THE SCHOOL DAY (CA Ed. Code 49423, 49480)

Any student who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the health aide or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken on a BUSD Health 11a form, and (2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician's statement. This applies to non-prescription medicine also. Students may carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon and parent. Students may not have any medication in their possession at school without permission of the health aide and the principal.

I. BICYCLE SAFETY AND HELMET USE

To comply with the California Bicycle Helmet Law and reduce the number of bicycle-related head injuries, all students are strongly encouraged to wear a bicycle helmet while riding to and from school. California law (Vehicle Code Sections 21204/21212) now requires children under the age of 18 to wear an approved bicycle helmet when riding. Studies indicate that head injuries contribute to or are the primary cause of 70-80 percent of all bicycle fatalities.

J. CONTROL OF HEAD LICE IN SCHOOLS

It is necessary that efforts be made to effectively control head lice as soon as it becomes evident that a student may be infested. In order to keep a simple case of pediculosis (head lice) from turning into a widespread problem, there is a need for individuals to work together to eradicate the problem. Any student(s) found with active adult head lice or live nits (eggs) will be excluded from school in order to receive proper treatment. To gain readmittance of the student to school, the parent shall be obligated to verify, in writing, or submit a physician's statement indicating that the student received the necessary treatment and recognition that a second treatment is necessary within an 8-10 day period. The school will furnish more information upon request. (AR 5141.33).

K. SAFETY PLANS

The District Safety Plan is updated on an annual basis and is available for review in the District Office and office of each school site. A summary of emergency procedures is posted in each classroom.

L. STUDENT SAFETY

There is no supervision for your child(ren) prior to 7:30 a.m. Please do not drop your child off before that time. Students who do not ride the bus or attend after-school activities, should be picked up immediately after school. There is no supervision for your child after school.

M. PESTICIDE PRODUCTS

In accordance with AB 2260, every recipient of this handbook is allowed to register with the Biggs Unified School District, in order to receive notification of any pesticide application at your child's school site 72 hours prior to the application. As a registered parent, you will receive the product's active ingredient and the intended application date.

If you would like to register with the Biggs Unified School District, please send a letter requesting notification which includes your name, your student's school of attendance and your home address to Biggs Unified School District, Maintenance & Operations, Attention: Doug Kealin, Superintendent, 300 B Street, Biggs, CA 95917. You may also drop off your letter, in person, at the same address between the hours of 8:15 a.m. to 4:15 p.m. Monday through Friday.

The Biggs Unified School District conforms to the principles of integrated pest management, which includes the suppression and control of pests through cultural, prevention, exclusion and sanitation measures while only utilizing pesticides in an extremely minimal and safe manner.

For more information on pesticides, check the website of the California Department of Pesticide Regulation at: <http://www.cdpr.ca.gov>.

Even if you do not intend to register for notification of pesticide application, you are invited at anytime to look at the records maintained in the school site office of any pesticides applied on your child's campus. In compliance with the Healthy Schools Act, this information is available to the public and the records for each pesticide application must be kept for four years. We have attached a list for your convenience - "anticipated pesticides".

AB 2260 also requires that we post a "warning" sign 24 hours prior to a pesticide application and that this sign remain posted for 72 hours after the application. The sign will be visibly displayed in the area of the pesticide treatment.

The Biggs Unified School District is confident that we are doing everything possible to control pests in a safe and effective manner, while avoiding any health risks to our students, staff and visitors. The Healthy Schools Act supports ensuring that you are kept informed of any pesticide applied at your child's school site.

N. CHILD ABUSE: PROCEDURES FOR PARENTS OR GUARDIANS OF PUPILS TO IDENTIFY AND REPORT CHILD ABUSE COMMITTED AT A SCHOOL SITE BY A SCHOOL DISTRICT EMPLOYEE OR OTHER PERSON

Parents or guardians of pupils have the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site.

To file a complaint, the parent or guardian must file a formal report with the local child protective agency. This may be done by telephone, in person, or in writing. A complaint may also be filed with the appropriate local school district or county office of education; however, school districts and county offices of education do not investigate child abuse complaints.

For more information or to file any complaint, please contact the school principal or superintendent's office.

O. PROHIBITION OF TOBACCO ON CAMPUS (CA Ed. Code 48901)

All individuals, including students, staff, and community members are prohibited from using tobacco products including electronic cigarettes, electronic hookahs, and other vapor-emitting devices on district property, including vehicles, buildings, parking areas, grounds, and at District events. (BP 3513.3)(BP 5131.62)

P. DRUG FREE CAMPUSES

Possession, use or sale of narcotics, alcohol or other controlled substances (except as otherwise provided by law) is strictly prohibited. This prohibition is strictly enforced at all school facilities and school activities. Records will be forwarded to local law enforcement and the District will impose appropriate discipline in response to any violations.

Q. RELEASE OF PUPIL TO PEACE OFFICER (CA Ed. Code 48906)

When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in California Penal Code Section 11165.6, or pursuant to California Welfare and Institutions Code Section 305. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall review any decision not to disclose the place where the minor is being held at a subsequent detention hearing.

R. MEGAN'S LAW (CA Penal Code 290.4)

Parents and other members of the public are entitled to review information pertaining to registered sex offenders. For further information, please contact your local police department or sheriff's office. PARENT INVOLVEMENT

A. ROLE OF PARENTS/OR LEGAL GUARDIANS

The Board further recognizes the critical role that parents/legal guardians play in their children's educational success. Most research findings conclude that the parent/legal guardian's involvement is a critical element of student success. Expectations for parents/legal guardians, as partners with the district, include the following:

- Communicating an expectation of learning and achievement to their children.
- Supporting literacy in the home and emphasizing the importance of life-long reading.
- Reading to primary age children every night.
- Listening to intermediate children read, when required.
- Working with the child in areas of weakness.
- Working regularly and cooperatively with school personnel regarding their child's program and progress.
- Providing the environment, support, and supervision necessary for the child to complete homework assignments.
- Supporting the recommendations of the schools regarding instructional interventions to increase student achievement.
- Attending parent/guardian conferences and communicating with school personnel regarding the welfare of their children.
- Participating in parent education opportunities.
- Cooperating with school by encouraging consistent student attendance.

B. PARENT INVOLVEMENT (CA Ed. Code 51100)

Parents are encouraged to be involved in their children's education. Each school includes in its school based coordinated plan a parent involvement component that provides parents with opportunities to be involved in information and training sessions to: support their child's academic efforts at school and home; help parents develop parenting skills; build consistent and effective home-school communications; and integrate parent involvement programs into the school plan. Parent volunteers are a valued addition to the educational program. Volunteers are required to check in at the office before proceeding to a classroom. A copy of Board Policy 6020, Parent Involvement, (Appendix A) is available at the district office or at school sites. Volunteers must be fingerprinted.

C. NOTIFICATION REGARDING SCHOOL PERFORMANCE

The District makes available to parents, schools and the public an annual report card with a variety of information regarding the performance of the District's schools under ESSA. This information includes, by way of illustration and not limitation: information regarding yearly progress of the school, overall student achievement, graduation rates, and teacher qualifications. Complaint policies and procedures regarding the District's compliance with the requirements of ESSA can be obtained from the District office.

D. OUTREACH TO PARENTS OF LIMITED ENGLISH PROFICIENT STUDENTS (Every Student Succeeds Act (ESSA))

The District maintains an outreach program to inform parents of limited English proficient students of how the parents can be involved in their children's education, including how the parents can help their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards. This policy allows for notice of opportunities for and holding regular meetings.

E. PARENT INVOLVEMENT IN PROGRAMS INVOLVING CHILDREN WHO ARE FAILING OR AT RISK OF FAILING (No Child Left Behind (NCLB))

The District maintains a formal written policy that establishes the District's expectations for parental involvement in the planning and implementation of the District's Title I Programs (programs serving students who are failing or are at risk of failing) (Appendix A). This policy is provided to the parents of all children who participate in Title I programs and is available upon request by contacting the District office.

F. VISITS TO CAMPUS (CA Ed. Code 32111, 32212)

All visitors to a campus, including parents, must check in at the Principal's Office immediately upon arriving at a school campus.

G. PARENTS IN THE CLASSROOM (CA Ed. Code 51100)

The District welcomes parents into their children's classrooms, as volunteers subject to the schools' program needs and for observation in order to assist in making educational decisions regarding the students. In order to insure student safety and to limit disruptions that may compromise instruction, any classroom visits must be scheduled with the teacher ahead of time. In the case of emergency, parents should contact the Office of the Principal.

H. NON-PUPIL CHILDREN AND PETS

It is not appropriate for parents to bring their non-pupil children or pets (except animals related to assistance based on disability) to the classroom.

I. VOLUNTEER/PARENT FINGERPRINTING

All volunteers participating in school activities must be fingerprinted through Biggs Unified School District and cleared by the Department of Justice. This procedure applies to all parents who assist in classrooms or accompany students on field trips. These forms are immediately forwarded to the Department of Justice for processing through "Live Scan" process. This process takes approximately 3 to 30 days. The forms may be obtained from the District Office.

Volunteers only need to be fingerprinted once for Biggs Unified School District.

No volunteer will be assigned until the results of the fingerprint/background check have been received from the Bureau of Criminal Identification Investigation, State Department of Justice.

Except as described below, no person shall volunteer for the district who has been convicted of a sex or controlled substance offense specified in Education Code Sections 44010 and 44011.

No person shall volunteer for the district who has been convicted of a serious felony. Serious felony as used in this paragraph means a serious felony as listed in Penal Code Section 1192.7(C) or Penal Code Section 667.5.

A person may volunteer for the district who has been convicted of a controlled substance offense as defined in Section 44011 if the Superintendent determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon pursuant to Section 4852.01 of the Penal Code, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to Section 1203.4 of the Penal Code.

Persons convicted of charges (other than serious felonies or sex offenses), may volunteer for the district at the discretion of the superintendent when supervised and monitored by a certificated employee.

Upon notification from the Department of Justice that a current volunteer has been convicted of a violent or serious felony, his/her activities shall be immediately suspended. (Education Code 45122.1)

Upon receipt of written notification or e-mail of the fact of conviction from the Department of Justice, the Superintendent or designee shall terminate the volunteer activities without regard to any other procedure for termination specified in the Education Code or district procedures, unless that volunteer has received a certificate of rehabilitation and a pardon. (Education Code 45122.1) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

If the volunteer challenges the Department of Justice record and the Department of Justice withdraws in writing its notification, the Superintendent or designee shall immediately reinstate the volunteer. (Education Code 45122.1)

#### J. SCHOOL ACCOUNTABILITY REPORT CARDS

Our School Accountability Report Cards (SARC) can be found on the District web site at [www.biggs.org](http://www.biggs.org) or are available upon request at any school or the District Office, 300 B Street, Biggs, CA 95917 or by calling (530) 868-1281.

## VI. RIGHTS INFORMATION

### A. REASONABLE ACCOMMODATIONS

Any student with a handicap that substantially limits one or more major life activities; or has a record of such impairment; or is regarded as having such an impairment; is entitled to reasonable accommodations, including instructional modifications, as well as accessibility to activities and buildings. Major life activities are: seeing; hearing; speaking; walking;

learning; working; caring for self; or performing manual tasks. Attention deficit disorder or attention deficit hyperactive disorder may be a disabling condition. (Section 504 of the Federal Rehabilitation Act of 1973)

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Biggs Unified School District may request assistance by contacting the principal of the applicable school or the District Office at 300 B Street, Biggs, CA 95917, Telephone (530) 868-1281, x250.

**B HOMELESS EDUCATION ASSISTANCE ACT (MC KINNEY-VENTO (44 U.S.C. 11431, et seq.))**

If your family lives in any of the following situations...

- in a shelter, motel, vehicle, or campground
- on the street
- in an abandoned building, trailer, or other inadequate accommodations, or
- doubled up with friends or relatives because you cannot find or afford housing, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

If your family is homeless as defined above, your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian requests such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

If your family is homeless as defined above, when you move, you should do the following:

- Contact the school district’s local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the shelter provider or a social worker for assistance with clothing and supplies, if needed.

Local Area Contact: Meagan Meloy at 879-3781

**C** RELIGIOUS INSTRUCTION

With your written consent, your student will be released from school to observe a holiday or ceremony of your student’s religion. You are encouraged to schedule any religious instruction for your students during non-school hours since students will not be excused from school to receive religious instruction.

**D** NONDISCRIMINATION: RIGHT TO EDUCATION (CA Ed. Code 221.5, Section 504)

The BUSD Board of Education is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of ethnic group classification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability, or any other unlawful consideration.

The Nondiscrimination Policy Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program.

In order to fulfill its obligation under Section 504, Biggs Unified School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school system.

Biggs Unified School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to an informal mediation and/or a hearing with an impartial hearing officer.

**E** HATE BEHAVIOR AND HATE CRIMES (CA Ed. Code 233, 233.5)

It is the intent of the Biggs Unified School District to promote harmonious human relationships that enable students to gain a true understanding of the rights and responsibilities of people in our society. The governing board affirms the right for all students, staff, and parents and guardians to be free from hate crimes and behaviors, abusive statements, or any activity which degrades the unique qualities of an individual, such as race, ethnicity, religion, culture, heritage, actual or perceived sexual orientation, gender, physical or mental ability or appearance. Such verbal or physical acts are

inflammatory to those victimized by such acts, jeopardize the safety of students and staff, are damaging to one's self-esteem, and will not be tolerated within our schools.

F UNIFORM COMPLAINT PROCEDURES (UCP)

The Biggs Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The Biggs Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, gender identity or expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in LCAP, Migrant Education, Career Technical and Technical Education and Training Programs, Developmental Programs, Child Nutrition Programs, Special Education Programs, and Federal Safety Planning Requirements.

Complaints must be filed in writing with the following compliance officer:

Doug Kaelin, Superintendent  
300 B Street, Biggs, CA 95917  
(530) 868-1281

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the LEA and a copy of the LEA's Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint

procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the Biggs Unified School District's UCP policy and complaint procedures shall be available free of charge.

**G** STUDENT RECORDS AND RELEASE OF STUDENT DIRECTORY INFORMATION (CA Ed. Code 49060-49708; 20 U.S.C. 1239g, et seq.; Title 24 Code of Federal Regulations, Part 99, et seq.)

Each school maintains student records (permanent, interim and permitted). Most records are under the supervision of the school principal and are located at the school.

If you (the legal custodial parent or legal guardian) disagree with the content of your student's records, you may question the content of those records and request that the school principal and/or the Superintendent authorize requested modifications.

You are notified that the following specific information is available in Administrative Regulation 5125, Student Records, available at your school or the District Office:

- a. The types of personally identifiable information that the District has designated as directory information.
- b. A parent's or eligible student's right to refuse to let the District designate any or all of those types of information about the student as directory information.
- c. The period of time within which a parent or eligible student must notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.
- d. Types of student records and information contained therein which are directly related to students and maintained by the District.
- e. The position of the District official/employee responsible for the maintenance of each type of record.
- f. The location of the log or record required to be maintained for student records.
- g. The policies of the District for reviewing and expunging student records.
- h. The right of the parent to access of student records.
- i. The procedures for challenging the content of student records.
- j. The categories of information that the District has designated as "Directory Information."
- k. The right of the parent to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged failure by the District to comply with any state/federal provisions.

The school principal and/or the Superintendent supervise access to students' records. Individuals having access to student records are natural parents, adoptive parents or legal guardians, Biggs Unified School District employees as directed by school officials, officials of other public schools or school systems, authorized representatives of selected government offices where such information is necessary pursuant to federal or state law, parents of a student 18 years of age or older who is a dependent, or a student 16 years of age or older who has completed the tenth grade. Upon request, copies of student records will be made available to persons having access to those records according to adopted district procedures.

Directory Information is specific identifying data about a student designated by the District as that which can be shared with others without parental consent. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes:

- a. Name,
- b. Address,
- c. Telephone number,
- d. Electronic mail address,
- e. Photograph,
- f. Date of birth,
- g. Major field of study,
- h. Participation in officially recognized activities and sports,
- i. Weight and height of athletic team members,
- j. Dates of attendance,
- k. Degrees and awards received,
- l. Most recent previous school attended.

Directory Information may be released at the discretion of the school principal to the PTA, recruiting officers for the Armed Services, employers, prospective employers, or representatives of the news media. Federal law requires the District to provide military recruiters, upon request, with three Directory Information categories – names, addresses and telephone listings – unless parents/guardians or students have advised the District that they do not want their student's information so disclosed by notifying the school principal in writing by the end of the third week of the school year. The District retains the right to deny the release of Directory Information if such denial is considered in the best interest of the student.

The District or school may release Directory Information as to former students unless the District receives a written request from the former student prohibiting the release of that information.

The district may release student records via subpoena to the local police department, California Highway Patrol, the Butte County District Attorney, Butte County welfare fraud investigators or any prosecuting agency, Butte County Probation Department, and Butte County Children's Services.

The Board of Education believes that personal information concerning students and their families should be kept private in accordance with the law, see Board Policy 5022, Student and Family Privacy Rights.

H RIGHT TO INSPECT INSTRUCTIONAL MATERIALS:

Parents have the right to inspect all primary supplemental instructional materials and assessments (including textbooks, teacher's manuals, films, tapes, and software) within a reasonable time or in accordance with district procedures. (CA Ed. Code 49091.10(a).

I PROFESSIONAL QUALIFICATION OF TEACHERS AND INSTRUCTIONAL AIDES

Parents have the right to request and receive timely information regarding the professional qualification of their children's classroom teachers, including: 1) Whether the teacher has met state qualifying and licensing criteria to teach for the grade levels and subject areas taught by the teacher; 2) Whether the teacher is teaching under an emergency permit or other provisional status through which the license criteria have been waived; 3) The teacher's BA/BS degree major and whether he or she hold any other graduate certificate or degree and the field of discipline of the certificate or degree; 4) Whether the child is provided service by a paraprofessional, if so, the paraprofessional's qualifications. If you are interested in such information, contact the superintendent. (P.L. 107-279, Title IV, 404(d)(1), 116 Stat. 1985)

J WHAT TO DO IF YOU HAVE A PROBLEM WITH A POLICY, RULE, OR STAFF MEMBER:

Discuss your concern with the staff member closest to the incident. Try to solve the issue with this person.

If you still feel the problem exists, talk to the principal in charge of the school where the incident took place. If the difficulty resides with transportation, the facilities, food service, or grounds, discuss the situation with the Food Service/Custodial Supervisor or Superintendent.

If you still feel that the problem persists, notify the Superintendent at 868-1281.

K COLLECTION OF PERSONAL INFORMATION FOR MARKETING PURPOSES

The Board prohibits district staff from administering or distributing to students survey instruments that are designed for the purpose of collecting personal information for marketing or for selling that information.

L THE NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS (CA Ed. Code 49510, et seq.)

The National School Lunch and Breakfast Programs are federally funded programs that assist schools and other agencies in providing nutritious meals to children at reasonable prices. Applications for Free/Reduced Priced meals must be filled out every school year. Applications can be obtained by calling the Food Service Supervisor at 868-1281 x257 at any time during the school year. We have attached this information for your convenience.

## **VII. TESTING**

### **A CALIFORNIA ASSESSMENT SYSTEM**

The following tests will be administered during the school year:

- CAASPP – California Assessment of Student Performance and Progress – Grade 3 – 8 and 11<sup>th</sup>
  - California Standards Tests
  - English Language Arts
  - Mathematics
  - Written Composition – Grades 4 and 7 only
  - Science – Grades 5, 8, 9, 10 and 11
  - EAP – 11<sup>th</sup> grade
- California Achievement Test, Sixth Edition – Grades 3 and 7 only
- Aprenda 3 and Standards Test in Spanish – Grades 2-11 Spanish speaking English Learners
- CAPA – California Alternative Performance Assessment – for severely disabled students only
- California English Language Development Test – English learners only – Grades K-12
- DRDP (Desired Results Developmental Profile) – State and federal law require districts to be accountable for assessment of pre-school students. Observation data is collected two times per year to measure the child’s progress in health and safety, learning, social-emotional, motor skills, and communication.
- Physical Fitness Tests – Grades 5, 7 and 9 only

### **B ADDITIONAL TESTS OFFERED AT BIGGS HIGH SCHOOL**

The following tests are scheduled for administration during school year:

- Armed Services Vocational Aptitude Battery
- SAT – College Board @ Chico
- The ACT Assessment @ Chico
- General Educational Development Certificate – GED – offered through Oroville Adult Education

### **C REPORTING STANDARDIZED TEST SCORES TO PARENTS (CA Ed. Code 33031, 60605(g)-(h) and 60641)**

The District shall report, in writing, the results of each pupil’s test to the pupil’s parent or guardian, within not more than twenty (20) working days from receipt of the test results from the publisher.

### **D ADVANCED PLACEMENT – EXAMINATION FEES**

The state has access to funds to cover the costs of advanced placement examination fees. If you wish to take advantage of this program, contact the school counselor.

# APPENDIX

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## Biggs Unified School District Board Policies

E(2) 1312.4	Williams Uniform Complaint Procedures Uniform Complaint Procedures Annual Notice
AR 5131.1	Bus Riders Rules and Regulations
BP/AR 5132	Biggs Unified School District Dress Code
BP/AR 5145.3	Nondiscrimination/Harassment
BP 5131.2	Bullying
BP/AR 5145.7	Sexual Harassment
BP/AR 6020	Parent Involvement
BP 6146.1	Graduation Requirements
AR/E 6163.4	Student Use of Technology

## Parents' Rights

## Biggs Unified School District Discipline Matrix

## SB 1375 / Title IX

## Healthy Families Medi-cal for Families

## Anticipated Pesticides

## School Calendar

## Butte County Library "My First Library Card" Application

## Student Insurance Plans

## Food Service

Letter to the Parents about the Food Service Programs

Free and Reduced Lunch Application and Information

## **Important – Forms for Parents to Sign**

BUSD Student Use of Technology – **Must return to school**

BUSD Annual Acknowledgement of Rights – **Must return to school**

BUSD Discipline Matrix Parent/Student Signature Sheet – **Must return to school**

# BOARD POLICIES

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E(2) 1312.4(a)

## WILLIAMS UNIFORM COMPLAINT PROCEDURES

### K-12 COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested?  Yes  No

Contact information: (if response is requested)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School name/address: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES** (continued)

- \_\_\_\_\_ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- \_\_\_\_\_ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

## 2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

- \_\_\_\_\_ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- \_\_\_\_\_ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
- \_\_\_\_\_ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

## 3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

- \_\_\_\_\_ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
- \_\_\_\_\_ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.
- \_\_\_\_\_ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES** (continued)

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Please file this complaint at the following location:

Doug Kaelin, Superintendent  
300 B Street, Biggs, CA 95917

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

*(11/10 8/14) 3/19*

Exhibit  
version: January 4, 2012  
revised: May 1, 2019

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

# **UCP Annual Notice for 2019 - 2020**

## ***Biggs Unified School District***

### **For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties**

The Board of Trustees has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Agricultural Vocational Education
- Career Technical Education
- Discrimination, Harassment, Intimidation, and Bullying
- Foster and Homeless Youth
- Local Control Funding Formula and Local Control Accountability Plans
- NCLB Titles I-VII
- Nutrition Services - USDA Civil Rights
- School Facilities
- Special Education
- Tobacco-Use Prevention Education Program
- Unlawful Pupil Fees

A pupil fees and/or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## **UCP Annual Notice for 2019 - 2020**

### ***Biggs Unified School District***

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Superintendent  
Unit or office: Biggs Unified School District  
Address: 300 B Street, Biggs, CA 95917  
Phone: (530) 868-1281 E-mail address: \_\_\_\_\_

A pupil fees complaint is filed with the Biggs Unified School District and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision.

The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

## **BUS RIDERS RULES AND REGULATIONS**

The Board of the Biggs Unified School District believes that better informed pupils and parents will help to safeguard the lives of all who ride school buses.

The cooperation of all pupils and parents is requested to ensure the greatest possible safety. Pupils must realize that their safety as well as that of their school mates depends upon cooperative bus conduct.

The following rules, based upon the "Regulations of Pupil Transportation", as set forth by the State Department of Education and the California Highway Patrol, govern the operation of school buses.

**THE DRIVER SHALL HAVE ABSOLUTE JURISDICTION OVER THE CONDUCT OF ALL PUPILS RIDING A BUS.**

1. Students must be on time at designated bus stops at the point of departure.
2. Passengers must stand back in an orderly line at pickup points until the bus comes to a complete halt. Upon boarding the bus, passengers must go directly to a seat and remain seated until the bus comes to a complete stop and it is time to get off.
3. Pupils must sit up in the seat and face the front of the bus, keeping feet out of the aisle. At no time will any pupil extend any part of the body out of the window of the bus.
4. No eating or drinking is allowed on the bus without the written authorization of the principal. Riders shall be responsible to leave the bus clean and free from litter or the privilege may be revoked.
5. No vandalism to the bus or another pupil's property is permitted.
6. Passengers must obey the bus driver's directions promptly.
7. No animals or pets shall be transported in a school bus except a muzzled guide dog accompanied by a blind child.
8. No weapons of any sort, except side arms carried by authorized police officers shall be transported in a school bus.
9. Use of profanity is prohibited.
10. No intoxicating liquors shall be transported at any time in a school bus.

## BUS RIDERS RULES AND REGULATIONS

11. No metal cans or glass containers other than self- contained thermos bottles, etc. shall be permitted on any school bus.
12. Loudness, scuffling, throwing things, smoking, standing or changing seats are examples of activities that draw the attention of the bus driver from the main task of safe operation of the bus. Such action, or any other action by a rider that creates a safety hazard by demanding unnecessary attention of the driver, is prohibited.
13. Bus riders will be taken to their designated bus stops unless a note signed by the parent/guardian requesting the student be left at another designated stop is given to the principal sufficiently in advance to notify the driver of the bus. Bus drivers will accept such notice only from the principal.
14. After departing the bus, students should go directly to the sidewalk or get off the road where the driver can see them.
15. Upon exiting from the bus and crossing the street:
  - a. Cross at least 10 feet in front of the bus.
  - b. Stop when even with the traffic side of the bus and look carefully in both directions.
  - c. Follow the driver's directions.
  - d. Cross quickly, but do not run.
  - e. All elementary school students and junior high school students, will be escorted across the street. Bus drivers will escort older students as well when in their judgment conditions warrant it.
16. Riders desiring to ride a bus to which they have not been assigned must have the permission of the principal's office. Permission will be granted only when the request is submitted in writing and signed by the parent/guardian and there is sufficient room on the bus. Buses will stop only at designated stops. Drivers will honor such a request only from the principal.
17. There shall be no shoving, scuffling, rock throwing, or general horse-play among students when waiting to board a bus. All pupils shall wait in the designated area and shall not trespass on private property. Parents shall be held responsible for the conduct of their children at any designated bus loading area.

Approved: September 2, 1987

Students

## **BIGGS UNIFIED SCHOOL DISTRICT DRESS CODE**

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

*(cf. 4119.22 - Dress and Grooming)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

*(cf. 5144 - Discipline)*

### **Gang-Related Apparel**

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5136 - Gangs)*

*Legal Reference:*

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeqlin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy

adopted: January 4, 2012

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

Biggs Unified School District  
Parent & Student Handbook  
2019-2020

**DRESS AND GROOMING****Student Dress and Appearance**Dress Code Philosophy

Biggs Unified School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.

**DRESS AND GROOMING (CONTINUED)**

- Allow student to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

**Dress Code**

Biggs Unified School District expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

**1. Basic Principle: Certain body parts must be covered for all students at all times**

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

**DRESS AND GROOMING (CONTINUED)****2. Students Must Wear\***, while following the basic principle of Section 1 above:

- **A Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND**
- **Shoes.**

*\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

**3. Students May Wear**, as long as these items do not violate Section 1 above:

- Hats facing straight forward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hats are not to be worn inside buildings.
- Religious headwear
- Hoodie sweatshirt hoods are not to be worn over the head inside buildings.
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).
- Sunglasses, but not in the classroom.

**4. Students Cannot Wear:**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

**DRESS AND GROOMING (CONTINUED)****5. Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
  - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
  - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
  - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
  - kneeling or bending over to check attire fit;
  - measuring straps or skirt length;
  - asking students to account for their attire in the classroom or in hallways in front of others;
  - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and
  - accusing students of "distracting" other students with their clothing.

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

Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Principal.

Regulation  
approved: January 4, 2012  
revised: March 7, 2018

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

**NONDISCRIMINATION/HARASSMENT**

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

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

**NONDISCRIMINATION/HARASSMENT** (continued)

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

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 1330 - Use of Facilities)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 5145.2 - Freedom of Speech/Expression)*

**Record-Keeping**

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

*(cf. 3580 - District Records)*

**NONDISCRIMINATION/HARASSMENT (continued)***Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination  
 48900.3 Suspension or expulsion for act of hate violence  
 48900.4 Suspension or expulsion for threats or harassment  
 48904 Liability of parent/guardian for willful student misconduct  
 48907 Student exercise of free expression  
 48950 Freedom of speech  
 48985 Translation of notices  
 49020-49023 Athletic programs  
 51500 Prohibited instruction or activity  
 51501 Prohibited means of instruction  
 60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

*Donovan v. Poway Unified School District*, (2008) 167 Cal.App.4th 567

*Flores v. Morgan Hill Unified School District*, (2003) 324 F.3d 1130

*Management Resources: See next page*

**NONDISCRIMINATION/HARASSMENT (continued)**

*Management Resources:*

CSBA PUBLICATIONS

*Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016*

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018*

FIRST AMENDMENT CENTER PUBLICATIONS

*Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

*Notice of Non-Discrimination, Fact Sheet, August 2010*

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(10/14 9/16) 5/18

Policy

Adopted: January 4, 2012

Revised: December 10, 2014

Revised: November 2, 2016

Revised: August 1, 2018

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

**NONDISCRIMINATION/HARASSMENT**

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

Superintendent

300 B Street, Biggs, CA 95917

530-868-1281

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*

**Measures to Prevent Discrimination**

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)

**NONDISCRIMINATION/HARASSMENT** (continued)

- a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
- b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
- c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
  - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
  - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
  - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

*(cf. 5145.6 - Parental Notifications)*

**NONDISCRIMINATION/HARASSMENT** (continued)

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

**Enforcement of District Policy**

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

1. Removing vulgar or offending graffiti

*(cf. 5131.5 - Vandalism and Graffiti)*

**NONDISCRIMINATION/HARASSMENT** (continued)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

**Process for Initiating and Responding to Complaints**

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

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall

**NONDISCRIMINATION/HARASSMENT** (continued)

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

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

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

**Transgender and Gender-Nonconforming Students**

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

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

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

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

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

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

**NONDISCRIMINATION/HARASSMENT** (continued)

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

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

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

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

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

**NONDISCRIMINATION/HARASSMENT** (continued)

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

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

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

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

**NONDISCRIMINATION/HARASSMENT** (continued)

participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

*(cf. 7110 - Facilities Master Plan)*

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

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

*(cf. 5132 - Dress Code)*

*(9/16 5/17) 5/18*

Regulation

approved: April, 2, 2014

revised: August 1, 2018

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

## **Students BULLYING**

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6163.4 - Student Use of Technology)*

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

*(cf. 1020 - Youth Services)*

### **Bullying Prevention**

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school

**BULLYING** (continued)

climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

*(cf. 5137 - Positive School Climate)*

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

*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.94 - History-Social Science Instruction)*

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

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

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

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

**BULLYING** (continued)**Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

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

*(cf. 6164.2 - Guidance/Counseling Services)*

**Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

**BULLYING** (continued)

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

**Investigation and Resolution of Complaints**

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**Discipline**

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

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

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

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

*Legal Reference: continued next page*

**BULLYING** (continued)*Legal Reference: continued*PENAL CODE422.55 *Definition of hate crime*647 *Use of camera or other instrument to invade person's privacy; misdemeanor*647.7 *Use of camera or other instrument to invade person's privacy; punishment*653.2 *Electronic communication devices, threats to safety*CODE OF REGULATIONS, TITLE 54600-4687 *Uniform complaint procedures*UNITED STATES CODE, TITLE 47254 *Universal service discounts (e-rate)*CODE OF FEDERAL REGULATIONS, TITLE 2835.107 *Nondiscrimination on basis of disability; complaints*CODE OF FEDERAL REGULATIONS, TITLE 34104.7 *Designation of responsible employee for Section 504*106.8 *Designation of responsible employee for Title IX*110.25 *Notification of nondiscrimination on the basis of age*COURT DECISIONS*Wynar v. Douglas County School District, (2013) 728 F.3d 1062**J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094**Lavine v. Blaine School District, (2002) 279 F.3d 719**Management Resources:*CSBA PUBLICATIONS*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014**Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014**Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012**Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011**Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009**Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*California's Social and Emotional Learning: Guiding Principles, 2018**Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008**Bullying at School, 2003*CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*Guidance to Schools: Bullying of Students with Disabilities, October 2014**Dear Colleague Letter: Bullying of Students with Disabilities, August 2013**Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010**Dear Colleague Letter: Harassment and Bullying, October 2010*WEB SITESCSBA: <http://www.csba.org>California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>California Office of the Attorney General: <http://oag.ca.gov>*Management Resources: continued next page*

**BULLYING** (continued)

**BULLYING** (continued)

*Management Resources: continued*

*Center on Great Teachers and Leaders: <http://gtlcenter.org>*

*Collaborative for Academic Social and Emotional Learning: <http://casel.org>*

*Common Sense Media: <http://www.commonsensemedia.org>*

*National School Safety Center: <http://www.schoolsafety.us>*

*Partnership for Children and Youth: <http://www.partnerforchildren.org>*

*U.S. Department of Education: <http://www.ed.gov>*

(10/14 7/15) 5/18

Policy

Adopted: June 5, 2013

Revised: December 10, 2014

Revised: September 24, 2015

Revised: August 1, 2018

Biggs Unified School District  
Parent & Student Handbook  
2019-2020

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

**SEXUAL HARASSMENT**

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

**Instruction/Information**

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained rule violation involving an alleged victim or any other person reporting a

**SEXUAL HARASSMENT** (continued)

4. A clear message that student safety is the district's primary concern, and that any separate sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

**Complaint Process and Disciplinary Actions**

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

**SEXUAL HARASSMENT** (continued)

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

*(cf. 4117.7 - Employment Status Report)*  
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

**Record-Keeping**

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

*(cf. 3580 - District Records)*

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex  
 48900 Grounds for suspension or expulsion  
 48900.2 Additional grounds for suspension or expulsion; sexual harassment  
 48904 Liability of parent/guardian for willful student misconduct  
 48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships  
 1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures  
 4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws  
 1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights  
 2000d-2000d-7 Title VI, Civil Rights Act of 1964  
 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy  
 106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*  
*Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130*  
*Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736*  
*Davis v. Monroe County Board of Education, (1999) 526 U.S. 629*

**SEXUAL HARASSMENT (continued)**

*Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274*  
*Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473*  
*Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447*

*Management Resources:*

CSBA PUBLICATIONS

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Dear Colleague Letter: Transgender Students, May 2016*

*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Questions and Answers on Title IX and Sexual Violence, April 2014*

*Dear Colleague Letter: Sexual Violence, April 4, 2011*

*Sexual Harassment: It's Not Academic, September 2008*

*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/12 10/14) 9/16

Policy

adopted: January 4, 2012

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revised: December 10, 2014

revised: November 2, 2016

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

**SEXUAL HARASSMENT**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

\_\_\_\_\_  
 Superintendent  
 (title or position)  
 \_\_\_\_\_  
 300 B Street, Biggs CA 95917  
 (address)  
 \_\_\_\_\_  
 530-868-1281  
 (telephone number)  
 \_\_\_\_\_  
 (email)

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

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

*(cf. 5131 - Conduct)*  
*(cf. 5131.2 - Bullying)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

**SEXUAL HARASSMENT** (continued)

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

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

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

**Reporting Process and Complaint Investigation and Resolution**

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any

**SEXUAL HARASSMENT** (continued)

school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

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

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

**Confidentiality**

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

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

**SEXUAL HARASSMENT** (continued)

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*

**Response Pending Investigation**

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

**Notifications**

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

*(cf. 5145.6 - Parental Notifications)*

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

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

*(cf. 1113 - District and School Web Sites)*  
*(cf. 1114 - District-Sponsored Social Media)*

**SEXUAL HARASSMENT** (continued)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. 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)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

*(3/12 10/14) 9/16*

Regulation  
approved: January 4, 2012  
revised: October 3, 2012  
revised: December 10, 2014  
revised: September 24, 2015  
revised: November 2, 2016

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

**Instruction**  
**PARENT INVOLVEMENT**

BP 6020(a)

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

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1230 - School-Connected Organizations)*  
*(cf. 1240 - Volunteer Assistance)*  
*(cf. 1250 - Visitors/Outsiders)*

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

*(cf. 5020 - Parent Rights and Responsibilities)*

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

*(cf. 0460 - Local Control and Accountability Plan)*

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

*(cf. 0500 - Accountability)*

**Title I Schools**

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

**PARENT INVOLVEMENT** (continued)

*(cf. 6171 - Title I Programs)*

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

*(cf. 3100 - Budget)*

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

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

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

**Non-Title I Schools**

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

**PARENT INVOLVEMENT (continued)***Legal Reference:*EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITESCSBA: <http://www.csba.org>California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>California Parent Center: <http://parent.sdsu.edu>California State PTA: <http://www.capta.org>National Coalition for Parent Involvement in Education: <http://www.ncpie.org>National PTA: <http://www.pta.org>Parent Information and Resource Centers: <http://www.pirc-info.net>Parents as Teachers National Center: <http://www.parentsasteachers.org>U.S. Department of Education: <http://www.ed.gov>

(6/96 8/06) 10/17

Policy

adopted: January 4, 2012

revised: December 6, 2017

**BIGGS UNIFIED SCHOOL DISTRICT**

Biggs, California

## PARENT INVOLVEMENT

### District Strategies for Title I Schools

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

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
  - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
  - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations

**PARENT INVOLVEMENT** (continued)

or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

*(cf. 1700 - Relations Between Private Industry and the Schools)*

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

**PARENT INVOLVEMENT** (continued)

- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

*(cf. 1020 - Youth Services)*

- j. Provide a master calendar of district activities and district meetings

**PARENT INVOLVEMENT** (continued)

- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

*(cf. 1230 - School-Connected Organizations)*

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
- q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4215 - Evaluation/Supervision)*

*(cf. 4315 - Evaluation/Supervision)*

- s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
  - t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

**PARENT INVOLVEMENT** (continued)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 2230 - Representative and Deliberative Groups)*

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*

*(cf. 5030 - Student Wellness)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6174 - Education for English Learners)*

*(cf. 6175 - Migrant Education Program)*

*(cf. 6178 - Career Technical Education)*

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
    - a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
    - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
    - c. Strategies to support successful school and family interactions

*(cf. 0500 - Accountability)*

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

**PARENT INVOLVEMENT** (continued)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
  - b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
  - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)
  6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

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

*(cf. 5145.6 - Parental Notifications)*

**PARENT INVOLVEMENT** (continued)**School-Level Policies for Title I Schools**

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

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

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

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards

*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 5123 - Promotion/Acceleration/Retention)*

  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

**PARENT INVOLVEMENT** (continued)

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

*(cf. 1240 - Volunteer Assistance)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5113 - Absences and Excuses)*

*(cf. 6145 - Extracurricular/Cocurricular Activities)*

*(cf. 6154 - Homework/Makeup Work)*

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - (2) Frequent reports to parents/guardians on their children's progress
    - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
    - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and

**PARENT INVOLVEMENT** (continued)

parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

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

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

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

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

**District Strategies for Non-Title I Schools**

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
  - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
  - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to

**PARENT INVOLVEMENT** (continued)

improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

**PARENT INVOLVEMENT** (continued)

- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
- 4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
- 5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

*(8/06) 10/17*

Regulation  
approved: January 4, 2012  
revised: December 6, 2017

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

**HIGH SCHOOL GRADUATION REQUIREMENTS**

The Board of Trustees desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

**Course Requirements**

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Three courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6152.1 - Placement in Mathematics Courses)*

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

*(cf. 6142.7 - Physical Education and Activity)*

7. One course of Health

8. SSR requirement yearly

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.4 - Service Learning/Community Service Classes)*  
*(cf. 6142.8 - Comprehensive Health Education)*

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*  
*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*  
*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

**Exemptions and Waivers**

A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

(cf. 1312.3 - Uniform Complaint Procedures)  
 (cf. 5145.6 - Parental Notifications)  
 (cf. 6173 - Education for Homeless Children)  
 (cf. 6173.1 - Education for Foster Youth)  
 (cf. 6173.2 - Education of Children of Military Families)  
 (cf. 6173.3 - Education for Juvenile Court School Students)

**Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference:*EDUCATION CODE

47612 Enrollment in charter school  
 48200 Compulsory attendance  
 48412 Certificate of proficiency  
 48430 Continuation education schools and classes  
 48645.5 Acceptance of coursework  
 48980 Required notification at beginning of term  
 49701 Interstate Compact on Educational Opportunity for Military Children  
 51224 Skills and knowledge required for adult life  
 51224.5 Algebra instruction  
 51225.1 Exemption from district graduation requirements  
 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
 51225.3 High school graduation  
 51225.35 Mathematics course requirements; computer science  
 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation  
 51225.5 Honorary diplomas; foreign exchange students  
 51225.6 Compression-only cardiopulmonary resuscitation  
 51228 Graduation requirements  
 51240-51246 Exemptions from requirements  
 51250-51251 Assistance to military dependents

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

*Legal Reference: continued*

51410-51413 *Diplomas*  
51420-51427 *High school equivalency certificates*  
51430 *Retroactive high school diplomas*  
51440 *Retroactive high school diplomas*  
51450-51455 *Golden State Seal Merit Diploma*  
51745 *Independent study restrictions*  
56390-56392 *Recognition for educational achievement, special education*  
66204 *Certification of high school courses as meeting university admissions criteria*  
67386 *Student safety; affirmative consent standard*  
CODE OF REGULATIONS, TITLE 5  
1600-1651 *Graduation of students from grade 12 and credit toward graduation*  
4600-4687 *Uniform complaint procedures*  
COURT DECISIONS  
*O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452*

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>  
University of California, List of Approved a-g Courses:  
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

(12/15 12/16) 12/17

Policy  
adopted: May 24, 2006  
revised: March 2, 2016  
revised: February 1, 2017  
revised: February 7, 2018

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

**STUDENT USE OF TECHNOLOGY**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

*(cf. 0440 - District Technology Plan)*

*(cf. 4040 - Employee Use of Technology)*

*(cf. 4131- Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

*(cf. 6163.1 - Library Media Centers)*

**Online/Internet Services: User Obligations and Responsibilities**

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

**STUDENT USE OF TECHNOLOGY** (continued)

*(cf. 5131 - Conduct)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*Harmful matter* includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

*Personal information* includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

*(cf. 5131.9 - Academic Honesty)*

*(cf. 6162.6 - Use of Copyrighted Materials)*

**STUDENT USE OF TECHNOLOGY** (continued)

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

*(cf. 5131.5 - Vandalism and Graffiti)*

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

*(cf. 5145.12 - Search and Seizure)*

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Regulation  
approved: January 4, 2012

**BIGGS UNIFIED SCHOOL DISTRICT**  
Biggs, California

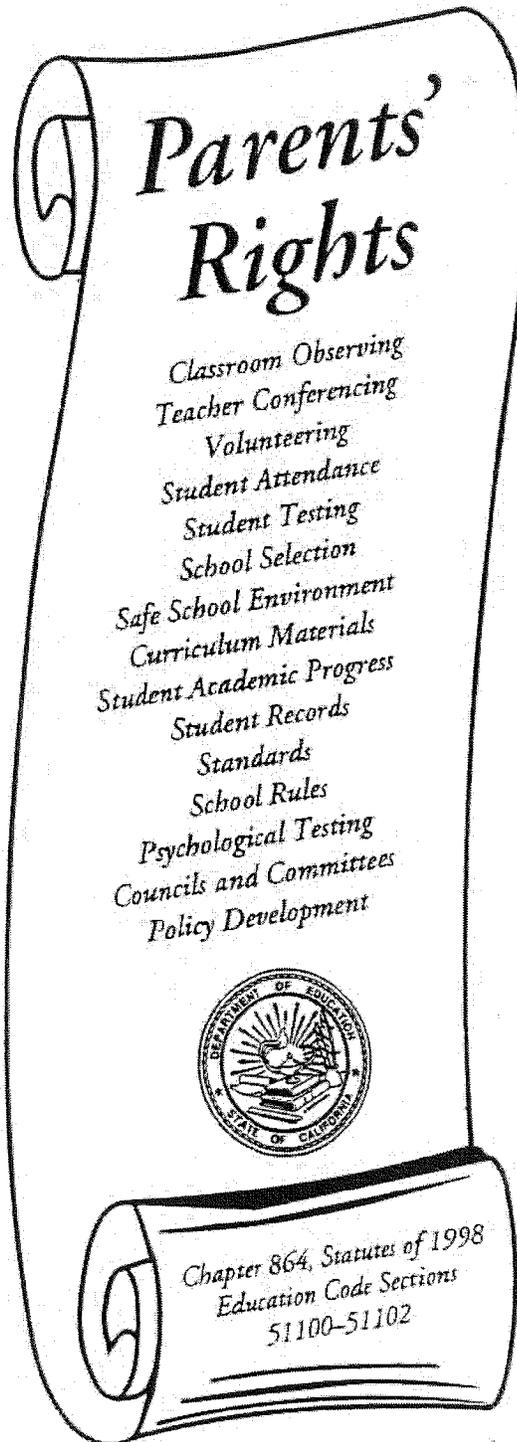
## Beyond High School

Students and parents have the right to be informed of college entrance requirements. It is critically important to know how to assist those students who choose to pursue a college education. Students and parents need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university. The *a-g* requirements noted below are submitted by the Regents of the University of California and are, generally, the most rigorous:

- a. An English class every semester of every year for four years.
- b. A mathematics class every semester of every year for three years, including algebra and geometry. Four years are recommended.
- c. Two years of a laboratory science beyond the ninth grade. An additional year is recommended.
- d. Two years of history–social science, which are to include U.S. government, world history, culture, and geography.
- e. Two years of the same language other than English.
- f. Two years of college preparatory electives in addition to those required in “a–e” above.
- g. One year of visual and performing arts, effective for the entering class of 2003.

To gain admission to college, students must also take and submit scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Your child’s high school counseling office can provide the testing dates and locations.

P99-033 902-2281-020 12-99 1,500



## Resources and Information

To obtain information on parents' rights or family involvement issues, contact the Educational Partnerships Office, California Department of Education, 721 Capitol Mall, Sacramento, CA 95814 or call 916-657-5342.

To obtain copies of any of the materials listed below, please contact the publisher.

## Comprehensive Partnership

### Materials

- Ballen, J., and O. Moles. 1994. *Strong Families, Strong Schools: Building Community Partnerships for Learning*. Washington, D.C.: U.S. Department of Education.
- California Department of Education. 1997. *Family-School Compacts. Challenge Toolkit Series*. Sacramento: California Department of Education.
- de Kanter, A.; A. L. Ginsburg; J. Pederson; T. K. Peterson; and D. Rich. 1997. *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*. Washington, D.C.: U.S. Department of Education.
- Epstein, J., et al. 1997. *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, Calif.: Corwin Press.
- Rich, D. 1994. *The New Megaskills Bond: Breakthroughs in Building the T.E.A.M. for Better Schools*. Washington, D.C.: Home and School Institute.
- Sanders, M. G. 1997. *Building Effective School-Family-Community Partnerships in a Large Urban School District*. Center for Research on the Education of Students Placed at Risk (CRESPAR), Report No. 13. Baltimore:

Johns Hopkins University; and Washington, D.C.: Howard University.

U.S. Department of Education. 1999. *America Goes Back to School: Challenge Our Students and They Will Soar*. Washington, D.C.: U.S. Department of Education.

## Organizations

Center for Research on the Education of Students Placed at Risk (CRESPAR)

Howard University  
2900 Van Ness Street, NW  
Washington, DC 20008  
202-806-8484

Center on School, Family, and Community Partnerships

Johns Hopkins University  
3505 North Charles Street  
Baltimore, MD 21218  
410-516-8818

U.S. Department of Education  
1-800-USA-LEARN

## Online Resources

California Department of Education Parent Involvement: <<http://www.cde.ca.gov/cyfsbranch/lsp/f-phome.htm>>

Center on School, Family, and Community Partnerships Publications: Johns Hopkins University: <<http://scov.csos.jhu.edu/p2000/listsab.htm>>

U.S. Department of Education Partnership for Family Involvement in Education: <<http://pfie.ed.gov/>>

U.S. Department of Education ED Pubs Online Ordering System: <<http://www.ed.gov/pubs/edpubs.html>>

# Family Involvement

In a democracy parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children to do well academically. When this involvement is combined with a partnership between home and school, the student, the school, and the community benefit.

Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in Chapter 864, Statutes of 1998:

- Classroom observing
- Teacher conferencing
- Volunteering
- Student attendance
- Student testing
- School selection
- Safe school environment
- Curriculum materials
- Student academic progress
- Student records
- Standards
- School rules
- Psychological testing
- Councils and committees
- Policy development

*Education Code Section 51101(c) notes: "This section may not be construed so as to authorize a school to inform a parent or guardian, . . . or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction." (Chapter 864, Statutes of 1998)*

## Classroom Observing

Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation must be arranged in advance with the school.

## Teacher Conferencing

Parents have the right to request a conference with their child's teacher(s) or the principal. Parents should contact the school to schedule a date and time convenient to all participants.

## Volunteering

Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service.

## Student Attendance

Parents have the right to be notified in a timely manner if their child is absent from school without permission.

## Student Testing

Parents have the right to be notified of their child's performance on standardized and state-wide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.)

## School Selection

Parents have the right to request that their child be enrolled in any school in the district. The district is not compelled to grant the request.

## Safe School Environment

Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.

### **Curriculum Materials**

Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

### **Student Academic Progress**

Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

### **Student Records**

Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.

### **Standards**

Parents have the right to receive information regarding the academic standards their child is expected to meet.

### **School Rules**

Parents have the right to receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.

### **Psychological Testing**

Parents have the right to receive information on all psychological testing recommended for their child.

### **Councils and Committees**

Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership.

Parents also have the right to attend at least two meetings per year scheduled by the school to get information on school issues and activities.

### **Policy Development**

Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board of each school district shall adopt a jointly created policy that outlines how parents and guardians, school staff, and students may share the responsibility for the intellectual, physical, emotional, social development, and well-being of their students.

This policy shall include, but is not limited to:

1. How parents/guardians and the school will help students to achieve academic and other standards.
2. How the school will provide high-quality curriculum and instruction in a supportive learning environment to all students enrolled.
3. What parents and guardians can do to support their child's learning environment, including but not limited to:
  - Monitoring school attendance
  - Monitoring homework completion
  - Encouraging participation in extracurricular activities
  - Monitoring and regulating television viewing
  - Planning and participating in activities at home supportive of classroom activities
  - Volunteering at school
  - Participating in decision-making processes at school

# Distrito Escolar Unificado de Biggs

## Guia de Disciplina

SECCION 1:	DEFINICIONES Y CLARIFICACIONES	PÁGINA 2
SECCON 2:	VIOLACIONES DEL CÓDIGO DE ED. DISCRECIONAL	PÁGINA 6
SECCION 3:	VIOLACIONES DEL CÓDIGO DE ED. MANDATORIO	PÁGINA 16

## **SECCION 1: DEFINICIONES Y CLARIFICACIONES**

### **E.C. 48900 (Discrecional)**

Un estudiante no será suspendido de la escuela o recomendado para expulsión, a menos que el Superintendente del distrito escolar o el director de la escuela en la que el alumno está matriculado determine que el estudiante ha cometido un acto definido en virtud de cualquiera de las subdivisiones desde (a) hasta (r), inclusive:

### **E.C. 48900(v)**

Para un estudiante sujeto a disciplina bajo esta sección, el/la Superintendente del distrito escolar o director puede utilizar su discreción para proporcionar alternativas a la suspensión o expulsión diseñada para tratar y corregir el mal comportamiento específico del alumno, edad apropiada, tal como se especifica en la sección 48900.5.

### **E.C. 48900(w)**

Es la intención de la legislatura que se impongan alternativas de suspensión o expulsión contra un estudiante que se ausente, llegadas tarde o ausente de otras actividades escolares. (Modificar. Gráficas de las estadísticas. 2012, CH. 425)

### **E.C. 48900.5 – Suspensión por el Director: Primera Ofensa**

48900.5:

(a) Suspensión, incluyendo la suspensión supervisada como se describe en la sección 48911.1, se impondrá sólo cuando otros medios de corrección fallan para lograr la conducta correcta. Un distrito escolar puede documentar todos los medios de corrección utilizados y poner esa documentación en el expediente del alumno, que puede accederse en virtud de la sección 49069. Sin embargo, un alumno, incluyendo alumnos con necesidades excepcionales, tal como se define en la Sección 56026, puede ser suspendido, conforme a la sección 1415 del título 20 del Código de Estados los Unidos, por cualquiera de las razones enumeradas en la sección 48900 por el primer delito, si el director o el Superintendente de la escuela determina que el alumno violó la subdivisión (a), (b), (c), (d) o (e) de la sección 48900 o que la presencia del estudiante causa un peligro hacia las personas.

(b) otros medios de corrección incluyen, pero no se limitan a, los siguientes:

- (1). Discusión o conferencia entre personal de la escuela y el estudiante y sus padres
- (2). Recomendación del estudiante al consejero escolar u otro personal de servicio de apoyo escolar para la gestión de casos y consejería.
- (3). Convocatoria de una reunión con el equipo de estudio, equipo de orientación, panel de recursos o equipo relacionado con la intervención de evaluar el comportamiento y desarrollar e implementar un plan individual para abordar el comportamiento en asociación con el estudiante y sus padres
- (4). Cuando sea requerido, referir para una evaluación psicosocial o psicoeducativa integral, incluyendo los propósitos de la creación de un programa de educación individualizada o una sección 504
- (5). Inscripción en un programa para la enseñanza de comportamiento pro- social o controlar la furia
- (6). Apoyar en enfoque de un comportamiento positivo con intervenciones que se producen durante el día escolar en el campus

## SECTION 1: DEFINICIONES Y CLARIFICACIONES

- (7). Participación en un programa de aprendizaje social y emocional que enseña a los estudiantes la capacidad de comprender y manejar las emociones, desarrollar la bondad y preocupación por los demás, tomar decisiones responsables, establecer relaciones positivas y manejar hábilmente situaciones desafiantes
- (8). Participación en un programa que es sensible a los traumas experimentados por los estudiantes, se centra en las necesidades de salud mental de los estudiantes y responde a esas necesidades de forma proactiva
- (9). Programas Después de Clases que abordan cuestiones de comportamientos concretos o exponen a los estudiantes a actividades y comportamientos positivos, incluyendo pero no limitado a, los manejados en colaboración con grupos locales de padres y comunidad
- (10). Restricción de recreo: Un maestro puede restringir recreo a los estudiantes sólo cuando él o ella cree que esta acción es la forma más efectiva para lograr un mejor comportamiento. Cuando la restricción puede implicar la suspensión de la actividad física de un alumno, el maestro deberá tratar otras medidas disciplinarias antes de imponer la restricción. La restricción de recreos estarán sujetos a las siguientes condiciones:
  - a. El estudiante será dado el tiempo suficiente para utilizar el baño y tomar un trago de agua o almorzar, según corresponda.
  - b. El estudiante deberá permanecer bajo la supervisión de un empleado certificado durante el período de restricción.
  - c. Los maestros informarán al Director de cualquier restricción de recreo que imponen
- (11). Detención Después de Escuela: Los alumnos pueden ser detenidos por razones disciplinarias hasta una hora después del cierre de la jornada escolar regular. Si un estudiante pierde su autobús escolar a causa de ser detenido después de la escuela, o si el estudiante no es transportado por el autobús de la escuela, el director o su designado notificará a los padres o tutores de la detención por lo menos un día antes para que pueden hacer arreglos de transporte alternativo. El estudiante no será detenido a menos que el director o su designado notifiquen a los padres o tutores. En casos donde el autobús sale una hora más tarde del final de la jornada escolar, los estudiantes pueden ser detenidos hasta la salida del autobús. Los estudiantes permanecerán bajo la supervisión de un empleado certificado durante el período de detención. A los estudiantes se les puede ofrecer la opción de servir su detención el sábado en lugar de después de la escuela.
- (12). Servicio a la comunidad (E.C. 48900.6): Como parte de, o en lugar de, la acción disciplinaria por la Mesa Directiva, el/la Superintendente, director o su designado pueden, a su discreción, solicitar de un estudiante a ejecutar servicio comunitario durante horario no escolar en la escuela o con el permiso escrito de los padres del estudiante, fuera de la escuela. Este servicio puede incluir, pero no se limita a, embellecimiento de la comunidad o exterior de la escuela, mejoramiento de la escuela y/o programas de asistencia de jóvenes. Esta opción de servicio a la comunidad no está disponible para un estudiante que ha sido suspendido, pendiente de expulsión, con referencia EC 48915. Sin embargo, si la expulsión recomendada no se implementa o se suspende la expulsión de sí mismo, entonces el estudiante puede ser obligado a realizar servicio comunitario para la suspensión resultante.

## **SECCION 1: DEFINICIONES Y CLARIFICACIONES**

- (13). De acuerdo con la mesa directiva y regulación administrativa, restricción o descalificación de la participación en actividades extracurriculares
- (14). Reasignación a un ambiente educacional alternativo

### **E.C. 48915(c) – Mandatorio**

El director o el Superintendente de escuelas suspenderá inmediatamente en virtud de la sección 48911 y recomendará la expulsión de un alumno que él/ella determina que ha cometido cualquiera de los siguientes actos en la escuela o en una actividad escolar fuera de los terrenos escolares. Ver sección 3: Violaciones del Código de Educación Obligatorio

### **E.C. 48915(d) – Colocación Después de Expulsión Mandatoria**

La mesa directiva del distrito escolar deberá ordenar a un alumno ser expulsado después de encontrar que el alumno ha cometido un acto nombrado en la subdivisión (c) y deberá referir al alumno a un programa de estudio que cumpla con todas las condiciones siguientes:

- (1). Está adecuadamente preparado para acomodar a alumnos que presentan problemas de disciplina
- (2). No se proporciona en un centro integral, escuela mediana o secundaria, o en cualquier escuela de primaria
- (3). No se proporciona en la escuela donde el alumno estaba asistiendo en el momento de la suspensión

### **E.C. 48915(g) – “cuchillo”**

Como es usado en esta sección, "cuchillo" significa cualquier dirk, puñal u otra arma con una hoja fija, afilada principalmente para apuñalar, un arma con una hoja principalmente para apuñalar, un arma con una hoja más larga de 3 1/2 pulgadas, una navaja plegable que encaje en su lugar, o una cuchilla de afeitarse sin protección.

### **E.C. 48915 (h) – “explosivos”**

En esta sección, el término "explosivo" significa "aparato destructivo", según se describe en la Sección 921 del Título 18 del Código de los Estados Unidos.

## SECCION 1: DEFINICIONES Y CLARIFICACIONES

### MATRIZ DEL ADMINISTRADOR RECOMENDACION DE EXPULSION

Esta matriz es una herramienta para ayudar a los administradores decidir cuando la expulsión de un estudiante se considera obligatorio, se ha de esperar, o a discreción de los administradores.

Source: <http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>

Debe recomendar expulsión (obligatoria)	Recomendará la expulsión a menos que las circunstancias particulares la hacen inadecuada (expulsión esperada)	Puede recomendar la expulsión (discrecional)
<p><b>Código de Edu. (EC) 48915(c)</b>  <b>El acto debe ser cometido en la escuela o actividad escolar.</b></p> <ol style="list-style-type: none"> <li>1. Arma de fuego               <ol style="list-style-type: none"> <li>(a) Posesión de arma de fuego cuando un empleado del distrito verifica la posesión de arma de fuego y cuando el estudiante no tenía permiso previo por escrito de un empleado certificado en el cual está de acuerdo con la directora o su designado.</li> <li>(b) Vender o proporcionar un arma de fuego.</li> </ol> </li> <li>2. Blandir un cuchillo a otra persona.</li> <li>3. Vender ilegalmente una sustancia controlada enumerada en el <i>Código de Salud y Seguridad</i> Sección 11053 et. seq.</li> <li>4. Cometer o intentar cometer un asalto sexual como se define en la subdivisión (n) de la CE 48900 o cometer agresión sexual como se define en la subdivisión (n) de 48900.</li> <li>5. Posesión de un explosivo.</li> </ol> <p>Adaptado de las Escuelas de San Diego, Sanciones Tolerancia Cero, Guía de Disciplina del Estudiante, Enero 2001</p>	<p><b>El Acto debe ser cometido en la escuela o actividad escolar.</b>  <i>Código de Ed.</i> Sección 48915(a) indica que un administrador recomendará la expulsión por las siguientes violaciones [excepto por subsecciones (c) y (e)] a menos que el Administrador considere que la expulsión es inapropiada debido a una circunstancia particular.</p> <ol style="list-style-type: none"> <li>1. Causar daño físico serio a otra persona, excepto en defensa propia. CE Sección 48915(a)(1)</li> <li>2. Posesión de cualquier cuchillo, explosivo u otro objeto peligroso de ningún uso razonable para el alumno. CE Sección 48915(a) (2).</li> <li>3. Posesión y/o uso de cualquier sustancia descrita en el Capítulo 2 (empezando con Sección 11053), de la <i>Parte 10 del Código de Salud y Seguridad</i>, excepto para la primera ofensa de posesión de no más de una <i>onza</i> de peso de marijuana que no sea cannabis concentrado.</li> <li>4. Robo o extorsión. CE Sección 48915(a)(4)</li> <li>5. Asalto o batería u otra amenaza, contra un empleado escolar</li> </ol> <p>La recomendación para la expulsión se basará en uno o en los dos puntos siguientes:</p> <ol style="list-style-type: none"> <li>1. Otros medios de corrección no son factibles o han fallado repetidamente en lograr la conducta correcta</li> <li>2. Debido a la naturaleza del acto, la presencia del alumno provoca un continuo peligro para la seguridad física de los alumnos u otros [ver sección 48915(b)]</li> </ol>	<p><b>Actos cometidos en la escuela o actividad escolar o en el camino a la escuela y de la escuela</b></p> <ol style="list-style-type: none"> <li>a. Hacerse daño así mismo físicamente *</li> <li>b. Poseer objetos peligrosos</li> <li>c. Poseer drogas o alcohol (póliza determina que ofensa)</li> <li>d. Vender sustancias que se parecen a las sustancias repretando drogas o alcohol</li> <li>e. Cometer robo/extorsión</li> <li>f. Causar daño a propiedad **</li> <li>g. Cometer un robo</li> <li>h. Usar tabaco (póliza determina que ofensa)</li> <li>i. Cometer obscenidad/profanidad/vulgaridad</li> <li>j. Poseer o vender paraphernalia de drogas</li> <li>k. Interrumpir o desafiar el personal de la escuela</li> <li>l. Recevir propiedad privada</li> <li>m. Poseer arma de fuego de imitación</li> <li>n. Cometer acoso sexual</li> <li>o. Acosar, amenazar, o intimidar a un estudiante testigo</li> <li>p. Vender droga Soma</li> <li>q. Cometer los ritos de iniciación</li> <li>r. Participó en un acto de intimidación, incluyendo, pero no limitado a, la intimidación cometidos por medio de un acto electrónico, tal como se define en la subdivisión (f) y (g) de la Sección 32261, dirigido específicamente hacia un alumno o personal de la escuela</li> </ol> <p>La recomendación de expulsión deberá estar basada en uno o los dos siguientes:</p> <ol style="list-style-type: none"> <li>1. Otros medios de corrección no son factibles o han fallado repetidamente para lograr una conducta adecuada.</li> <li>2. Debido a la naturaleza del acto, la presencia del alumno provoca un continuo peligro para la seguridad física de los alumnos u otros [ver sección 48915(b)]</li> </ol> <p>* La sección 48900(s) (Estatutos de 2001) establece que un alumno que ayuda o incita en infligir daño físico a otro, tal como se define en el Código Penal 31, pueden sufrir la suspensión, pero no la expulsión. Sin embargo, si un estudiante es declarado culpable por un tribunal por que causó, intentó causar, o amenazó con lesiones personales, el estudiante puede ser expulsado.</p> <p>** La sección 48900(t) "propiedad escolar" incluye, pero no limitado a, archivos electrónicos y bases de datos.</p>

## Sección 2: Violación del Código de Educación Discrecional

### GUIA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
48900(a)(1)	<p>Causó, intentó causar, o amenazó causar <b>daño físico</b> a otra persona</p> <ul style="list-style-type: none"> <li>• Comportamiento Antes de Pelear</li> <li>• Pelea – combate mutuo, estudiante contra estudiante</li> </ul>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a consejería de compañeros (mediación de conflictos)</li> <li>• Puede tener una reunión Equipo de Éxito del Estudiante</li> <li>• Puede desarrollar un plan de apoyo al comportamiento</li> <li>• Puede utilizar detención después de clases</li> <li>• Puede asignar servicio a la comunidad</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede utilizar suspensión en la escuela 1 – 5 días</li> <li>• Puede ser suspendido de la escuela por 1 – 5 días</li> <li>• Puede hacer un informe con la policía</li> <li>• Puede solicitar una audiencia de expulsión si la intervención para el año escolar actual ya ha tenido lugar</li> </ul>
48900(a)(2)	<p><b>Intencionadamente usar fuerza</b> o violencia sobre otra persona, <b>excepto en defensa propia</b></p> <ul style="list-style-type: none"> <li>• Agresión física a estudiante</li> <li>• Apuntar o señalar con un láser con alcance a otra persona de una manera amenazadora, con la intención específica de causar una aprehensión razonable o el temor de daño corporal</li> <li>• Dirigir el haz de un puntero láser directamente o indirectamente a los ojos de otra persona o a un vehículo en movimiento con la intención de hostigar o molestar</li> <li>• Escupir en o sobre una persona</li> </ul>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a consejería de compañeros (mediación de conflictos)</li> <li>• Puede tener una reunión Equipo de Éxito del Estudiante</li> <li>• Puede desarrollar un plan de apoyo al comportamiento</li> <li>• Puede utilizar detención después de clases</li> <li>• Puede asignar servicio a la comunidad</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede utilizar suspensión en la escuela 1 – 5 días</li> <li>• Puede ser suspendido de la escuela por 1 – 5 días</li> <li>• Puede hacer un informe con la policía</li> <li>• Puede solicitar una audiencia de expulsión si la intervención para el año escolar actual ya ha tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUÍA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(b)</b>	<p>Poseer, vender o suministrar <b>cualquier arma de fuego, cuchillo, explosivo u otro objeto peligroso</b>, a menos que, en el caso de posesión de cualquier objeto de este tipo, el alumno obtuvo permiso por escrito para poseer el artículo de un empleado certificado de la escuela, que está de acuerdo con el director o la persona designada por el director</p> <ul style="list-style-type: none"> <li>• Cualquier cuchillo, navaja, cuchilla con bloqueo , navaja suiza o navaja de gravedad, dirks o dagas, cuchillas de afeitador o cuchilla de remover hielo</li> <li>• Cualquier arma de fuego, pistola de pintura, arma de la pelotilla, arma del BB, pistola suave de aire, munición viva, arma del atontamiento o Taser</li> <li>• Armas del gas lacrimógeno (mace, aerosol de pimienta)</li> <li>• Explosivos, fuegos artificiales, petardos, cualquier proyectil que contenga material explosivo o incendiario-bomba, granada, misil explosivo, proyectil propulsado por cohetes que contenga material explosivo o incendiario o sustancia química, o contenedor irrompible que contenga líquido inflamable o uso/posesión de una "bomba apestosa"</li> <li>• Blackjack, Billy club, club arena, saco de arena, SAP, bastón con plomo, lanzando estrellas, zip gun, espada de caña, cuchillo de pluma, knuckles de metal, nunchaku, bate de béisbol, tiro de honda, barra de hierro encorvada, barra de metal.</li> <li>• Puntero de laser</li> <li>• Proyectiles (incluyendo pero no limitado a escupir bolitas, gomas y clips de papel)</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscar el objeto y dar a la policía si es notificada</li> <li>• Puede sostener conferencias con los padres</li> <li>• Puede referir para consejería (mediación de conflictos)</li> <li>• Puede tener una reunión del Equipo de Estudio del Estudiante</li> <li>• Pueden desarrollar un plan comportamiento de apoyo</li> <li>• Pueden usar detención después de clases</li> <li>• Pueden asignarle servicio a la comunidad</li> <li>• Puede referirse al estudiante a consejería o profesional de la salud</li> <li>• Puede ser suspendido en la escuela por 1 – 5 días</li> <li>• Puede ser suspendido de la escuela por 1 – 5 días</li> <li>• Puede presentar un informe a la policía</li> <li>• Puede solicitar una audiencia de expulsión si la intervención para el año escolar actual ha ya tenido lugar</li> </ul> <p><b>* Si el estudiante sacó (no amenazando a) posee, vende, tiene un arma de fuego (pistola), consultar 48915(c)(1) CE y CE 48915(c)(2)</b></p>
<b>48900(c)</b>	<p><b>Poseer, usar, vender ilegalmente o de lo contrario proporcionar o estar bajo la influencia de, sustancias controladas</b> enumeradas en el capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un intoxicante de cualquier clase.</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Marijuana</li> <li>• Medicamentos con receta</li> <li>• Drogas ilegales</li> </ul>	<ul style="list-style-type: none"> <li>• Se debe notificar a la policía dentro de 1 día de escuela (EC 48902)</li> <li>• Confiscar el objeto y ofrecer a la policía</li> <li>• Pueden referir a servicios comunitarios</li> <li>• Puede tener una reunión de Equipo del Éxito del Estudiante</li> <li>• Pueden referir al estudiante para consejería o profesional de salud</li> <li>• Puede asignar lección de componente educativo</li> <li>• Puede ser suspendido en la escuela por 1 – 5 días</li> <li>• Puede ser suspendido de la escuela por 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar.</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUIA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(d)</b>	<p><b>Ofrecer, arreglar o negociar ilegalmente la venta de sustancias controladas</b> enumeradas en el capítulo 2 (empezando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un intoxicante de cualquier clase, ya sea vendido, entregado, o de otra manera proporcionado a cualquier persona otro líquido, sustancia o material y representó el líquido, sustancia o material como una sustancia controlada , bebida alcohólica o intoxicante</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Marijuana</li> <li>• Medicamentos con receta</li> <li>• Drogas ilegales</li> <li>• Placebos</li> </ul>	<ul style="list-style-type: none"> <li>• Debe notificar a la policía dentro de un día escolar (EC 48902)</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de la salud</li> <li>• Puede usar la suspensión en la escuela de 1 a 5 días</li> <li>• Puede suspender de la escuela de 1 a 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar.</li> </ul>
<b>48900(e)</b>	<p><b>Cometer o intentar cometer robo o extorsión</b></p> <ul style="list-style-type: none"> <li>• Uso de la fuerza o intimidación</li> </ul>	<ul style="list-style-type: none"> <li>• Puede referir al servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 a 5 días</li> <li>• Puede presentar un informe a la policía</li> </ul> <p><b>* Un robo menor es de \$ 900 o menos. Todos los delitos graves, robo de más de \$ 900, crímenes contra la propiedad y crímenes contra personas deben ser reportados al Departamento del Sheriff del Condado de Colusa</b></p>
<b>48900(f)</b>	<p><b>Causar o intentar causar daño a la escuela o propiedad privada</b></p> <ul style="list-style-type: none"> <li>• Incendio provocado</li> <li>• Tagging – pintar en paredes sobre otra pintada</li> <li>• Graffiti- pintar en paredes u objetos</li> <li>• Keying- rayar una superficie con una llave</li> <li>• Etching- rayar en una superficie dura</li> <li>• Vandalismo de cualquier clase</li> </ul>	<ul style="list-style-type: none"> <li>• Puede referir a servicios comunitarios</li> <li>• Puede requerir la restitución</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela entre 1 – 5 días</li> <li>• Puede presentar un informe a la policía</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUÍA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(g)</b>	Robó o intentó robar propiedad escolar o privada.	<ul style="list-style-type: none"> <li>• Puede referir a servicios comunitarios</li> <li>• Puede requerir la restitución</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela entre 1 – 5 días</li> <li>• Puede presentar un informe a la policía</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
<b>48900(h)</b>	<b>Poseer o usar tabaco, o cualquier producto que contenga tabaco o productos de nicotina</b> , incluyendo, pero no limitado a, cigarrillos, cigarrillos de miniatura, cigarrillos de olor de clavo, tabaco sin humo, snuff, paquetes de mascar cigarrillos electrónicos, y el betel. Sin embargo, esta sección no prohíbe el uso o la posesión por un alumno de sus propios productos de medicinas con recetas.	<ul style="list-style-type: none"> <li>• Puede referir al servicio comunitario</li> <li>• Puede sostener una reunión de Equipo de Estudio de Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede adjudicar el componente de lección educativa</li> <li>• Puede usar la suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
<b>48900(i)</b>	Cometer un acto <b>obsceno</b> u ocuparse en blasfemia <b>habitual</b> o vulgaridad.	<ul style="list-style-type: none"> <li>• Puede referir al servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede presentar un informe a la policía</li> <li>• Puede usar detención después de clases</li> <li>• Puede desarrollar un plan de comportamiento de apoyo</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUÍA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
48900(j)	<p>Poser ilegalmente u ofrecer ilegalmente, arreglar, o negociar para vender cualquier <b>parafernalia de drogas</b></p> <ul style="list-style-type: none"> <li>• Pipa de droga</li> <li>• Papeles para enrollar</li> <li>• Báscula para pesar</li> <li>• Bong</li> </ul>	<ul style="list-style-type: none"> <li>• Puede archivar un informe con la policía</li> <li>• Confiscar el objeto y dar a la policía si ha sido notificada</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela por 1 – 5 días</li> <li>• Puede adjudicar el componente de lección educativo</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
48900(k)	<p><b>Interrumpir actividades escolares</b> o de otra manera voluntariamente <b>desafiar</b> la autoridad válida de supervisores, maestros, administradores, funcionarios escolares, u otro personal escolar <b>contratado en la interpretación de sus deberes.</b></p> <ul style="list-style-type: none"> <li>• Teléfonos Celulares u otros dispositivos electrónicos (sólo si son mostrados en clase o interrumpen la actividad escolar)</li> <li>• Demostración pública de afecto, (es decir: abrazo, besos, abrazándose)</li> <li>• No servir la detención</li> <li>• Cortar clases/llegar tarde a clase más de 15 minutos</li> <li>• Juego -Apostar</li> <li>• Violando el código del vestido</li> <li>• Mal uso de la computadora</li> </ul>	<ul style="list-style-type: none"> <li>• Puede tener una conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar detención de recreo (supervisado por un maestro)</li> <li>• Puede usar tiempo aparte en la clase</li> <li>• Puede usar detención después de clase</li> <li>• Maestro puede suspender al alumno de su clase por 1 día o 1-2 periodos de clases (notificar a los padres)</li> <li>• Puede desarrollar un plan de comportamiento de apoyo</li> <li>• Puede requerir que el padre asista a la clase del alumno</li> <li>• Puede hacer una visita a la casa</li> <li>• Puede tener un día escolar más corto</li> </ul>
48900(l)	<p><b>Recibir propiedad privada o de la escuela</b>, sabiendo que es robada</p>	<ul style="list-style-type: none"> <li>• Requiere la restitución o devolver la propiedad</li> <li>• Puede archivar un informe de policía</li> <li>• Puede tener una conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar detención después de clase</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUÍA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(m)</b>	<p>Poseer un <b>arma de fuego de intimidación que “no-dispara”</b>. Como usado en esta sección, “imitación de armas de fuego” quiere decir que una réplica de un arma de fuego que es tan considerablemente similar en las propiedades físicas a un arma de fuego de verdad para conducir a una persona razonable que esta replica es un arma de fuego.</p>	<ul style="list-style-type: none"> <li>• Puede tener una conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> </ul>
<b>48900(n)</b> Asalto Sexual/ Agresión física/ Satisfacción Sexual, Excitación o Abuso	<p><b>Cometer o intentado cometer una agresión sexual</b> según se define en la Sección 261, 266c, 286, 288, 288a o 289 del Código Penal o ha cometido una agresión sexual como se define en la Sección 243.4 del Código Penal.</p> <p><b>El administrador de la escuela debe revisar los hechos para determinar si la acción (s) fue con el propósito de gratificación sexual, excitación o abuso.</b></p> <p><b>En caso contrario, el administrador puede suspender bajo las directrices de 48900.2, 48900.4 o 48900 (r).</b></p>	<p><b>Ver 48915(c)(4)</b></p> <p><b>Esta sección no se aplicará a los alumnos matriculados en Kindergarten de Transición, Kindergarten y grados 1 a 3 inclusive.</b></p>
<b>48900(o)</b>	<p><b>Acosar, amenazar o intimidar</b> a un alumno que es un testigo en una queja o un testigo en un procedimiento disciplinario de la escuela con el propósito de impedir que ese alumno sea testigo o <b>represalias contra ese alumno por ser testigo, o ambos.</b></p>	<ul style="list-style-type: none"> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar detención después de clase</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional

### GUIA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(p)</b>	Ofrecer ilegalmente, arreglado para vender, negociar para vender, o vender el medicamento de prescripción <b>Soma</b>	<ul style="list-style-type: none"> <li>• Puede archivar un informe con la policía</li> <li>• Confiscar el objeto y dar a la policía si ha sido notificada</li> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
<b>48900(q)</b>	Involucrado en, o intento de participar en, <b>novatadas</b> . Para los fines de esta subdivisión, “novatadas” significa un método de iniciación o pre-iniciación en una organización u organismo de un alumno, independientemente de que la organización u organismo sea oficialmente reconocido por una institución educativa, lo cual puede causar daños corporales graves o degradación personal o desgracia que resulte en daño físico o mental a un alumno del pasado, presente o futuro. Para propósitos de esta subdivisión, “novatadas” no incluye eventos atléticos o eventos autorizados por la escuela..	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar detención después de clases</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede usar contrato de comportamiento</li> <li>• Puede archivar un informe con la policía</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional GUÍA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
48900(r)	<p>Involucrados en el acto de intimidación</p> <p>'Acto electrónico', aunque la creación y transmisión se originen dentro o fuera del sitio escolar, por medio de un aparato electrónico, incluyendo, pero no limitado a, un teléfono, un teléfono inalámbrico u otro dispositivo de comunicación inalámbrica, un ordenador o un buscapersonas, de una comunicación, como se especifica.</p>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede asignar la detención después de clases</li> <li>• Puede usar contrato de comportamiento</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
	<p><b>48900(r) – Involucrados en un acto de intimidación.</b> Para los fines de esta subdivisión, los siguientes términos tienen los siguientes significados:</p> <p><b>(1) “Intimidación”</b> significa cualquier acto o conducta física o verbal grave o generalizada, incluidas las comunicaciones hechas por escrito o por medio de un acto electrónico, incluyendo uno o más actos cometidos por un alumno o grupos de alumnos como se define en la Sección 48900.2, 48900.3 o 48900.4, dirigido a uno o más alumnos que tiene o se puede predecir razonablemente que tiene el efecto de uno o más de los siguientes:</p> <p>(A) Poner miedo en un alumno o alumnos razonables a sufrir daños a la persona o propiedad de ese alumno o de esos alumnos.</p> <p>(B) Hacer que un alumno razonable experimente un efecto sustancialmente perjudicial a su salud física o mental.</p> <p>(C) Hacer que un alumno razonable experimente una interferencia sustancial con su rendimiento académico.</p> <p>(D) Hacer que un alumno razonable experimente una interferencia sustancial con su habilidad para participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela.</p> <p><b>(2) “Acto Electrónico”</b> Significa la transmisión, por medio de un dispositivo electrónico, incluyendo, pero no limitado a, un teléfono, teléfono inalámbrico u otro dispositivo de comunicación inalámbrica, computadora o buscapersonas, comunicación, incluyendo, pero no limitado a, cualquiera de los siguientes:</p> <p>(A) Un mensaje, texto, sonido o imagen</p> <p>(B) Un mensaje en una red social del sitio Web de Internet incluyendo, pero no limitado a:</p> <ol style="list-style-type: none"> <li>1. Publicar o crear una página de grabación. 'Página de grabación' significa un sitio Web de Internet creado con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).</li> <li>2. Crear una personificación creíble de otro alumno real con el propósito de tener uno o más de los efectos enumerados en el párrafo (1). 'Personificación creíble' significa a sabiendas y sin consentimiento suplantar a un alumno con el propósito de intimidar al alumno y de tal manera que otro alumno razonablemente crea, o ha creído razonablemente que el alumno fue o es el alumno que fue suplantado.</li> <li>3. Crear un perfil falso con el fin de tener uno o más de los efectos enumerados en el párrafo (1). 'Perfil falso', un perfil de una persona ficticia o un perfil que utiliza la semejanza o los atributos de un alumno real distinto del alumno que creó el perfil falso.</li> </ol> <p>(C) No obstante lo dispuesto en el párrafo 1) y en el apartado A), un acto electrónico no constituirá una conducta omnipresente únicamente por el hecho de que se haya transmitido en Internet o esté actualmente publicado en Internet.</p> <p><b>(3) “Alumno razonable”</b> significa que un alumno, incluyendo, pero no limitado a, un alumno con necesidades excepcionales que ejercita cuidado normal, habilidad y juicio en la conducta de una persona de su edad, o para una persona de su edad con necesidades excepcionales.</p> <p><b>Para propósitos de suspensión de un alumno o recomendación para la expulsión de una escuela, definir 'acto electrónico' como la creación y transmisión originada en o fuera de la escuela, por medio de un dispositivo electrónico, incluyendo pero no limitado a un teléfono, un teléfono inalámbrico, u otro dispositivo de comunicación inalámbrica, computadora o buscapersonas, de una comunicación, como se especifica.</b></p>	

## Sección 2: Violación del Código de Educación Discrecional

### GUIA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48900(t)</b>	<p><b>Un alumno que ayude o instigue</b>, según se define en la Sección 31 del Código Penal, <b>ocasionar o intentar ocasionar lesión física a otra persona</b> puede ser objeto de <b>suspensión, pero no de expulsión</b>, en conformidad con esta sección, excepto que un alumno que ha sido juzgado por un tribunal de menores como delincuente y agresor de un delito de violencia física en el que la víctima sufrió grandes lesiones corporales o lesiones corporales graves, estará sujeto a la disciplina de acuerdo con la subdivisión (a).</p>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> </ul>
<b>48900.2</b>	<p><b>Motivos adicionales</b> para suspensión o expulsión: <b>Acoso sexual:</b></p> <p>Además de las razones especificadas en la Sección 48900, un alumno puede ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está inscrito determina <b>que el alumno ha cometido acoso sexual como se define en la Sección 212.5</b></p> <p>El Código de Educación Sección 212.5 establece que <b>la conducta debe ser considerada por una persona razonable del mismo género que la víctima como suficientemente severa o fuerte para tener un impacto negativo en el rendimiento académico del individuo o para crear un ambiente educativo intimidante, hostil u ofensivo</b> .</p> <p>Esta sección no se aplicará a los alumnos matriculados en Kindergarten de Transición, Kindergarten y grados 1 a 3 inclusive.</p>	<ul style="list-style-type: none"> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar contrato de comportamiento</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión si las intervenciones para el año escolar corriente ya han tenido lugar</li> </ul>
<b>48900.3</b>	<p><b>Violencia de Odio</b></p> <p>Además de las razones expuestas en las secciones 48900 y 48900.2, un alumno en cualquiera de los grados del 4 a 12, inclusive, puede ser suspendido de la escuela o recomendado para ser expulsado si el superintendente o el director de la escuela en la cual el alumno está inscrito determina que <b>el alumno ha causado, intentado causar, amenazado con causar o haber participado en un acto de violencia de odio, como se define en la subdivisión (e) de la Sección 233.</b></p>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede usar detención después de clases</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede solicitar una Audiencia de Expulsión</li> </ul>

## Sección 2: Violación del Código de Educación Discrecional

### GUIA DE DISCIPLINA

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
48900.4	<p><b>Motivos adicionales</b> de suspensión o expulsión: <b>acoso, amenazas o intimidación</b></p> <p>Además de los motivos especificados en las Secciones 48900 y 48900.2, un alumno matriculado en cualquiera de los grados 4 a 12, inclusive, puede ser suspendido de la escuela o recomendado para ser expulsado si el superintendente o el director de la escuela en la cual el alumno está inscrito determina que el alumno haya cometido intencionalmente acoso, amenazas o intimidación dirigida contra el personal del distrito escolar o los alumnos, lo suficientemente grave como para tener el efecto real y razonablemente esperado de alterar materialmente el trabajo de clase, crear un desorden sustancial e invadir los derechos de, ya sea del personal de la escuela o de los alumnos mediante la creación de un entorno educativo intimidante u hostil.</p>	<ul style="list-style-type: none"> <li>• Puede tener conferencia con los padres</li> <li>• Puede referir a servicio comunitario</li> <li>• Puede usar detención después de clases</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> </ul>
48900.7	<p><b>Motivos adicionales</b> para la suspensión o expulsión: <b>amenazas terroristas contra oficiales escolares, propiedad de la escuela o ambos</b></p> <p>a) Además de las razones especificadas en las Secciones 48900, 48900.2, 48900.3 y 48900.4, un alumno puede ser suspendido de la escuela o recomendado para ser expulsado si el superintendente o el director de la escuela en la cual el alumno está inscrito determina que el alumno ha hecho <b>amenazas terroristas contra oficiales de la escuela o propiedad de la escuela, o ambos.</b></p> <p>b) A los efectos de esta sección, “<b>amenaza terrorista</b>” incluirá cualquier declaración, ya sea escrita u oral, por una persona que intencionalmente amenace con cometer un delito que resultará en muerte, lesiones corporales graves a otra persona o daños materiales en exceso De mil dólares (\$ 1,000), con la intención específica de que la declaración sea considerada como una amenaza, aun cuando no exista intención alguna de llevarla a cabo, lo cual, en su faceta y bajo las circunstancias en que se hace, es tan inequívoca, incondicional, inmediata y específica como para transmitir a la persona amenazada, una gravedad de propósito y una perspectiva inmediata de ejecución de la amenaza, y por lo tanto hace que esa persona tenga razonablemente temor por su propia seguridad o por la seguridad de su familia inmediata, o para la protección de la propiedad del distrito escolar, o los bienes personales de la persona amenazada o de su familia inmediata.</p>	<ul style="list-style-type: none"> <li>• Puede referir a servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede solicitar una Audiencia de Expulsión</li> <li>• Puede usar suspensión en la escuela de 1 – 5 días</li> <li>• Puede suspender de la escuela de 1 – 5 días</li> <li>• Puede archivar un informe con la policía</li> </ul>

## Sección 3: Violaciones del Código de Educación Mandatorio

### GUÍA DE DISCIPLINA

El Director o el superintendente de escuelas suspenderán inmediatamente, de acuerdo con la Sección 48911, y recomendarán la expulsión de un alumno que él o ella determinan ha cometido cualquiera de los actos siguientes en la escuela o en una actividad escolar fuera de los terrenos escolares.

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
<b>48915(c)(1)</b>	<p>Poseer, vender o suministrar de cualquier otro modo un arma de fuego. Esta subdivisión no se aplica a un acto de posesión de un arma de fuego si el alumno había obtenido permiso previo por escrito para poseer el arma de fuego de un empleado de la escuela certificado, que es aceptado por el director o persona designada. Esta subdivisión se aplica a un acto de poseer un arma de fuego solamente si la posesión es verificada por un empleado de un distrito escolar. El hecho de poseer una imitación de arma de fuego, según se define en la subdivisión (m) de la Sección 48900, no es un delito para el cual la suspensión o expulsión es obligatoria de acuerdo con esta subdivisión y la subdivisión (d), pero es una ofensa para la cual suspensión o expulsión conforme con la subdivisión (e), puede ser impuesta.</p> <ul style="list-style-type: none"> <li>• <b>Arma de fuego</b></li> </ul>	<ul style="list-style-type: none"> <li>• Debe suspender por 5 días</li> <li>• Debe referirse para una expulsión</li> <li>• Puede referirse para servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede archivar un informe con la policía</li> </ul>
<b>48915(c)(2)</b>	<p><b>Blandir un cuchillo</b> en otra persona.</p> <p>Blandir es definido como:</p> <ol style="list-style-type: none"> <li>1. agitar (un arma) de una manera triunfante, amenazante, u ostentosa.</li> <li>2. una amenaza o agitar desafiante</li> </ol>	<ul style="list-style-type: none"> <li>• Debe suspender por 5 días</li> <li>• Debe referirse para una expulsión</li> <li>• Puede referirse para servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede archivar un informe con la policía</li> </ul>
<b>48915(c)(3)</b>	<p>Ilegalmente vendiendo <b>una sustancia controlada</b> puesta en la lista en el Capítulo 2 (comenzando con la Sección 11053) de División 10 del Código de Salud y Seguridad.</p> <ul style="list-style-type: none"> <li>• No intención de vender. Debe de tener comprador, vendedor, dinero y producto</li> <li>• Para intención, ver 48900(c)</li> </ul>	<ul style="list-style-type: none"> <li>• Debe suspender por 5 días</li> <li>• Debe referirse para una expulsión</li> <li>• Puede referirse para servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede archivar un informe con la policía</li> </ul>

## Sección 3: Violaciones del Código de Educación Mandatorio

### GUIA DE DISCIPLINA

El Director o el superintendente de escuelas suspenderán inmediatamente, de acuerdo con la Sección 48911, y recomendarán la expulsión de un alumno que él o ella determinan ha cometido cualquiera de los actos siguientes en la escuela o en una actividad escolar fuera de los terrenos escolares.

Código de Ed.	INFRACCIÓN DE ESTUDIANTE	INTERVENCIÓN/CONSECUENCIA
48915(c)(4)	Cometer o intentar cometer un asalto sexual como definido en subdivisión (n) de la Sección 48900 o cometer abuso sexual como definido en subdivisión (n) de la Sección 48900.	<ul style="list-style-type: none"> <li>• Debe suspender por 5 días</li> <li>• Debe referirse para una expulsión</li> <li>• Puede referirse para servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede archivar un informe con la policía</li> </ul>
48915(c)(5)	Posesión de <b>explosivo</b> . <ul style="list-style-type: none"> <li>• En esta sección, el término "explosivo" significa "aparato destructivo" según se describe en sección 921 del título 18 del Código de los Estados Unidos</li> </ul>	<ul style="list-style-type: none"> <li>• Debe suspender por 5 días</li> <li>• Debe referirse para una expulsión</li> <li>• Puede referirse para servicio comunitario</li> <li>• Puede tener una reunión del Equipo de Éxito del Estudiante</li> <li>• Puede sostener una conferencia restaurativa informal/formal</li> <li>• Puede referir al estudiante a consejería o profesional de salud</li> <li>• Puede archivar un informe con la policía</li> </ul>

# Solicitud de seguro de salud



Donde encontrará un seguro de salud a bajo costo, incluyendo Medi-Cal



## Ve a dentro

Cosas que hay que saber	1
Solicitud	2-19
Anexos A-F	20-28
Preguntas frecuentes (FAQ)	29-33

Covered California es el lugar donde las personas y familias pueden obtener seguro de salud a bajo costo. Con sólo una solicitud, sabrá si usted es elegible para el seguro de salud gratuito o de bajo costo, incluyendo Medi-Cal.

**El estado de California creó Covered California™ para ayudarle a usted y a su familia a obtener seguro de salud.**

Tener un seguro de salud puede darle tranquilidad y le ayuda a hacer posible que usted y su familia se mantengan sanos. Con un seguro de salud, usted sabrá que usted y su familia pueden obtener cuidado de salud cuando lo necesiten.

**Use esta solicitud para ver a qué opciones de seguro usted es elegible:**

- Seguro de Medi-Cal gratuito o de bajo costo
  - Seguro de bajo costo para las mujeres embarazadas a través de Acceso para bebés y madres (AIM)
  - Planes de seguro de salud privados de bajo costo
  - Ayuda para pagar su seguro de salud
- ➔ Posiblemente sea elegible para un programa gratuito o de bajo costo incluso si gana hasta \$94,000 al año para una familia de 4 personas.
- ➔ Usted puede usar esta solicitud para solicitar para cualquier persona de su familia, aunque tengan seguro ahora.

**Solicite más rápido a través de Covered California en CoveredCA.com**

O llame al 1-800-300-0213 (TTY: 1-888-889-4500)  
Usted puede llamar de lunes a viernes de 8 a.m. a 8 p.m.  
y los sábados de 8 a.m. a 6 p.m.

**Puede pedir esta solicitud en otros idiomas**

Español	1-800-300-0213
繁體字	1-800-300-1533
Tiếng Việt	1-800-652-9528
한국어	1-800-738-9116
Tagalog	1-800-983-8816
Русский	1-800-778-7695
Հայերեն	1-800-996-1009
فارسی	1-800-921-8879
ភាសាខ្មែរ	1-800-906-8528
Hmoob	1-800-771-2156
العربية	1-800-826-6317

Llame al 1-800-300-0213 para pedir esta solicitud en otros formatos, como letras grandes.



**Anticipated Pesticides**

One of the requirements of the Healthy Schools Act is that all school districts must annually provide to all parents, guardians, and staff members, a list of all anticipated pesticides to be applied for the year. The list is as follows:

<b>Product</b>	<b>Active Ingredients</b>	<b>Purpose</b>
Reward	Diquat dibromide E6, 7-dihydrodipyrido (v,2-9 2,6) pyrqzinediium dibromid 37.3% Other 62.7%	Weed Growth Inhibitor
Wasp & Hornet Killer	d-trans allethrin, Lambda-cyhalothrin	Wasp & Hornet
Dragnet (FMC)	Permethrin	Ants, Spiders, Wasps, Roaches
Maxxthor SC	Bifenthrin	Ants, Spiders, Roaches
Maxforce FC Select Gel	Fipronil	Roaches
Tangard 5 FR (UPI)	Permethrin	Spiders, Ants
Final Blox	Brodifacoum	Rats, Mice
Termidor SC	Fipronil	Ants
Roundup Pro	Glyphosate	Weeds (growth inhibitor)
Surflan A.S.	Oryzalin:3,5-dinitro-N4N4-dipropylsulfanilamide	Selective pre-emergence
2,4-D L.V. 6 Ester	Isooctyl Ester of 2,4-Dichlorophenoxyacetic Acid	Weed Killer
EndRun	Dimethylamine salt of 2,4-dichlorophenoxyacetic acid	Weed Controller
INDUCE	Alkyl Aryl Polyoxylkane Ether and Free Fatty Acids	Wetter/Spreader Adjuvant
Pre-emergent	Nitrogen stabilized with dicyandiamide	Weed Killer
Board-leaf weed killer	Urea, Muriate of Potash	Weed Killer

\*There will be no pesticide applications during regular school hours, unless the presence of that pest is deemed more dangerous than the treatment. \*\*This list is in compliance with the Healthy Schools Act, which requires that all parents and staff be informed, on an annual basis, of the pesticides that may be applied on their school campus for the year. Therefore, the reader of this list should not draw any conclusions about actual pesticide application in the District. Because the Biggs Unified School District adheres to an IPM policy, or reduced pesticide approach to pest control, actual applications of any of the above pesticides will vary from site to site depending on the situation. Each school site will have a record of any and all pesticide applications. This record is viewable to the public, upon request, at the school office.

# Biggs Unified School District 2019/2020 Calendar

Doug Kaelin, Superintendent

## 2019

July						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28er	29	30	31

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11er	12	13	14
15	16	17	18	19	20	21
22	23	24	25er	26	27	28
29	30					

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8*	9*	10*	11*	12
13	14	15	16er	17	18	19
20	21	22	23	24	25	26
27	28	29	30er	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13er	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20***	21
22	23	24	25	26	27	28
29	30	31				

## 2020

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22er	23	24	25
26	27	28	29	30	31	

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5er	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26er	27	28	29

March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11er	12	13	14
15	16	17	18	19	20	21
22	23	24	25er	26	27	28
29	30	31				

April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8er	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29er	30		

May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13er	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28**	29***	30
31						

June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

<b>8/14/2019 - First Day of School</b>	<b>05/28/20 - BES Graduation</b>	<b>Non-School Days - Staff Days</b>
<b>5/29/2020 - Last Day of School</b>	<b>05/29/20 - H.S. Graduation</b>	
District designated holidays per Ed Code 37220 & 45205	<b>All Schools</b>	* Minimum Days (grades K-8)
Jul 4 Independence Day	<b>Winter Recess: 12/23/19 - 01/06/20</b>	** Minimum Days (Grades 9-12)
Jul 5 Local Holiday	<b>Spring Recess: 04/10/20 - 04/17/20</b>	*** Minimum Day ALL Grades
Sep 2 Labor Day	<b>(Easter April 12th)</b>	er Early Release Days
Nov 11 Veterans Day observed	<b>Staff Return Dates</b>	
Nov 28 Thansgiving Day	<b>8/09 - Teachers Return</b>	
Nov 29 Local Holiday	<b>8/12 - 10 mo. Classified Return</b>	
Dec 23 Local Holiday	<b>ELEMENTARY GRADING PERIODS</b>	
Dec 24 Local Holiday	First Trimester Nov. 8th 61 days	
Dec 25 Christmas Day	Second Trimester Feb. 28th 61 days	
Jan 1 New Year's Day	Third Trimester May 29th 58 days	
Jan 20 Martin Luther King Day	<b>SECONDARY GRADING PERIODS</b>	
Feb 17 Presidents' Day	First Semester Dec. 20 85 days	
Apr 10 Local Holiday	Second Semester May 29th 95 days	
May 25 Memorial Day		Board approved: 03/07/18
Oct 7 10 Mo. Classified Alternate		



Dear Parent/Guardian,

We would like to invite you and your family to the **Butte County Library!**

If your student doesn't currently have a library card, we invite you to fill out this application for your student. Bring it to your local library for a free library card!

Our library branches are located in Biggs, Chico, Durham, Gridley, Oroville and Paradise. For more information, please visit the library website [www.buttecounty.net/bclibrary](http://www.buttecounty.net/bclibrary) or call toll-free 1-855-379-4097. Most library branches are open Tuesday through Sunday.

We hope to see you soon!

Sincerely,

Susie Serrano, Countywide Children's Librarian

### BUTTE COUNTY LIBRARY CARD APPLICATION

Welcome to the Butte County Library. Your new library card will open the doors to a whole world of books, movies, music, programs for children and adults, computers and online information. If you have questions about anything, just ask a library staff member for assistance.

- PLEASE PRINT LEGIBLY and **present your completed application with photo identification.**
- **If your ID does not show your current address, please provide address verification (such as a utility bill or printed personal check).**
- Applications for children under 18 require a parent's signature.

Patron type (circle one)				Adult (18 years+)	Young Adult (13-17 years)	Child (12 & younger)
Last Name		First Name		Middle Name		
CA Drivers License or other photo ID		Birth date		/	/	
		MM	DD	YYYY	Gender	M F
E-mail Address				Online Library PIN		
Mailing Address				Apartment #		
City	State	Zip		Phone		
Permanent Address (if different from mailing address)						
City	State	Zip		Do you reside in the city limits? Yes No		
<b>Print</b> Parent or Guardian Name (for children under 18)						
Parent or Guardian Library Card Number or Drivers License						
Parent or Guardian <b>Signature</b> (for children under 18)				Date		
I apply for the right to use the Butte County Library, and I agree to comply with its policies, to pay all fines, to make good any loss or injury to items incurred by me and to give immediate notice of my change of address. Parent or Guardian is responsible for children under age 18.						
Signature				Date	2014	

# Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917  
(530)868-1281

Doug Kaelin  
Superintendent

01 de agosto de, el año 2019

Estimado padre,

RE: Participación voluntaria Estudiante Accidentes / Seguro de Salud  
2019/2020 Año Escolar

Distrito escolar unificado Biggs no proporciona seguro médico para las lesiones de los estudiantes, pero hace que el seguro escolar voluntaria disponible. El año pasado, no muchas familias aprovecharon este seguro asequible. A través de esta carta, esperamos traer más atención a este seguro de que miles de personas participan en; un programa de la intención de darle una serie de opciones de cobertura para su hijo. Detalles y un formulario de inscripción están en el paquete adjunto.

Se ofrecen varios niveles de beneficios. Puede limitar la cobertura a sólo lesiones relacionadas con la escuela o bien optar por 24/7 protección. También se ofrece un plan de Atención Médica para Estudiantes (más recomendado por la compañía de seguros si su hijo no tiene otro seguro de salud), y un plan de accidentes dentales extendida. Ya sea que usted está buscando para llenar los vacíos en otro seguro o en busca de cobertura primaria para su hijo, usted probablemente encontrará una opción para satisfacer sus necesidades.

La cobertura puede comenzar temprano! Como estudiante de una escuela participante, su hijo es elegible para la inscripción en cualquiera de estos programas en cualquier momento, sin embargo, se le anima a considerar la inscripción temprano para conseguir el máximo valor del plan (s) seleccionado.

Por favor, lea su folleto cuidadosamente. Si usted tiene alguna pregunta, por favor llame al administrador del plan, Pacific Educators, Inc al (800) 722-3365 o [www.peinsurance.com](http://www.peinsurance.com). Representantes bilingües están disponibles para los padres que necesitan ayuda en español.

Con el fin de documentar su haber sido notificado de este asunto, por favor firme y completar la parte inferior de este formulario y enviarlo inmediatamente de nuevo a la escuela con su hijo.

As parent/guardian of \_\_\_\_\_, I understand that the school District does not provide medical insurance for student injuries but does make voluntary student insurance available. I have received the information on this program.

- I will enroll my child in the program  
 I will not enroll my child in the program

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please print name \_\_\_\_\_



- Tenga en cuenta que hay cuatro páginas del folleto (no incluido ésta)
- Usted puede aplicarse en línea con una tarjeta de crédito aquí [www.peinsurance.com/signup](http://www.peinsurance.com/signup)
- Si desea realizar su solicitud, la tercera página es la aplicación que puede imprimir y llenar a mano, **o puede completar en la computadora e imprimir**. **POR FAVOR NO ENVIE DINERO EN EFECTIVO**. Haga un cheque o giro postal a Pacific Educators y envíelo a:
  - **Pacific Educators**  
**2808 E. Katella Ave, Suite 101**  
**Orange, CA 92867**
- La última página es un **GRATIS tarjeta de medicamentos prescripción programa**, se puede imprimir y llevar a una farmacia para ayudar a alguien a reducir el coste de medicamentos prescripción.
- Si tiene alguna pregunta, por favor no dude en ponerse en contacto directamente con nosotros (800) 722-3365

# PLANES DE SEGUROS DE ACCIDENTES PARA ESTUDIANTES 2019-2020

## RECOMENDAMOS LA COBERTURA DE 24 HORAS DEL DÍA

- ¡Los accidentes son comunes! Cuando le suceden a su hijo, alguien debe pagar esos costos.
- Aquí le presentamos planes de seguros contra accidentes para cubrir a su hijo las 24 horas del día (Plan de 24 horas) o en la escuela (Plan de Tiempo Escolar).
- Estos planes le proporcionan beneficios para ayudarlo a cubrir los costos médicos y hospitalarios.
- Si usted tiene otro seguro, estos planes pueden ayudarlo a cubrir los deducibles y los coseguros de dichos planes.
- Si usted no tiene otro seguro, estos planes le proporcionarán cobertura básica.
- Cualquier beneficio pagable por esta póliza como resultado de un servicio médico, quirúrgico, dental, hospitalario o de enfermería será pagado directamente al hospital o a la persona que proporcione dichos servicios, a menos que se proporcione prueba del pago completo.

24 HORAS	TIEMPO ESCOLAR	DETALLES IMPORTANTES SOBRE LA PROTECCIÓN
✓	✓	La cobertura se vuelve efectiva el día que Guarantee Trust Life Insurance Company (GTL) o su representante reciba el pago de la prima (pero no antes del primer día que abra la escuela).
✓	✓	Proporciona cobertura durante las horas en las cuales la escuela está en actividades regulares.
✓		Proporciona cobertura las 24 horas del día.
✓	✓	Proporciona cobertura durante el tiempo necesario para viajar entre el hogar del asegurado y el inicio o fin de las actividades escolares regulares.
✓	✓	Proporciona cobertura mientras se participa (o se asiste) a actividades organizadas, patrocinadas y supervisadas por la escuela. También se proporciona cobertura para viajar directamente hacia y desde tales actividades en un vehículo designado y proporcionado por la escuela.
	✓	La cobertura expira al terminar el ciclo escolar regular. (La cobertura se extenderá mientras se asista a clases académicas para obtener créditos en el verano, cuando las actividades escolares son patrocinadas y supervisadas exclusiva y únicamente por la escuela, no se proporcionará cobertura para el transporte de y hacia las clases.
✓		La cobertura continúa sin interrupción todo el verano, hasta que la escuela inicie el siguiente ciclo escolar.

La cobertura opcional de fútbol comienza en la fecha en que GTL, sus representantes o los oficiales de la escuela reciban la prima, pero no antes de la primera fecha oficial de entrenamiento, y continúa hasta la fecha del último partido oficial de la temporada actual, incluyendo las eliminatorias.

Para presentar un reclamo: Reporte los accidentes al oficial de la escuela. se proporcionarán formularios simplificados en la oficina del director (durante las vacaciones, contacte a los administradores del plan). Se debe proporcionar una prueba completa de pérdida y facturas acumuladas a Guarantee Trust Life Insurance Company dentro de 90 días.

## COBERTURA DE ACCIDENTES LAS 24 HORAS DEL DÍA

### ¡Protección las 24 horas para cada accidente cubierto!

Ayuda a proteger a su hijo durante todo el año escolar y se extiende durante el verano - hasta que la escuela inicie nuevamente.

Su hijo estará cubierto EN TODO EL MUNDO, LAS 24 HORAS DEL DÍA. Esto incluye accidentes cubiertos:

- ✍ En el hogar
- ✍ Al jugar
- ✍ En la escuela
- ✍ Durante las vacaciones
- ✍ Al acampar, explorar, etc.
- ✍ Durante viajes cubiertos

✍ Mientras participe en deportes, excepto aquellos que estén excluidos específicamente o para los cuales se requiere cobertura opcional\*

\*Vea las OPCIONES para descubrir cualquier cobertura opcional para deportes.

## COBERTURA DE ACCIDENTES DURANTE EL TIEMPO ESCOLAR

Su hijo está protegido al asistir a las actividades escolares regulares. También está cubierto el viaje directamente hacia y desde su residencia para asistir a las actividades escolares regulares para el tiempo requerido, pero no más de una hora antes o después de las clases regulares. El tiempo de viaje en el autobús escolar se extiende a cualquier tiempo adicional necesario. Además, se proporciona cobertura al participar en (o asistir a) actividades cubiertas que son organizadas, patrocinadas y supervisadas exclusiva y únicamente por la escuela y los empleados de la escuela, incluyendo el viaje directamente hacia y desde una actividad en un vehículo asignado para el traslado, proporcionado por la escuela y supervisado únicamente por empleados de la escuela. La cobertura opcional puede ser necesaria para deportes interescolares. Vea las OPCIONES para descubrir cualquier cobertura opcional para deportes.

**Ecláusula De Exceso:** El pago de todos los cargos cubiertos superiores a los \$500 será considerado como exceso, si cualquier otro seguro o plan válido y cobrable cubre a la persona asegurada. GTL pagará los primeros \$500 en cargos cubiertos sin importar la existencia de otro seguro.

**Este es un ejemplo de los beneficios de su hijo. Por favor guárdelo. Esto no es un contrato. La póliza principal está archivada en la escuela.**

Los productos de seguro de Group Blanket Accident se emiten en Form Series GP-2020 o GP-1200 por Guarantee Trust Life Insurance Company, Glenview, IL. Estos productos y sus características están sujetos a la disponibilidad del estado y pueden variar según el estado. Ciertas exclusiones y limitaciones pueden aplicar. Las disposiciones exactas que rigen el seguro están contenidas en la Política emitida al Titular de la Póliza y ciertas disposiciones pueden administrarse para cumplir con los requisitos del estado. La Política controlará en caso de conflicto entre la Política y este folleto.

Para obtener detalles completos de la cobertura, comuníquese con el agente que administra el programa.

# PLANES DE SEGUROS DE ACCIDENTES PARA ESTUDIANTES 2019-2020

## ¿Qué cubren? Hasta un máximo de \$50,000 de acuerdo a la descripción en la Beneficios Por Lesión

■ Accidentes que ocurran durante la vigencia de la cobertura. ■ Pérdida debido a lesiones accidentales que resulten directa e independientemente de todas las otras causas. ■ Gastos médicos cubiertos, los cuáles comienzan en los primeros 120 días después del accidente y que se incurren en las primeras 52 semanas de la primera fecha de tratamiento médico.

BENEFICIOS POR LESIÓN - Los beneficios se pagan <i>hasta el</i> monto en dólares especificado a continuación	OPCIÓN ALTA	OPCIÓN BAJA
<b>HOSPITAL Y CUIDADOS GENERAL DE ENFERMERÍA</b> Alojamiento y comida, por día		
- Tarifa de habitación semi-privada .....	100% de lo razonable y usual	\$300
- Cuidado intensivo, por día .....	\$1,200	\$600
<b>GASTOS DIVERSOS DEL HOSPITAL</b> .....	\$3,000	\$1,500
<b>HOSPITAL DE URGENCIAS</b> .....	\$300	\$150
<b>HONORARIOS DEL MÉDICO PARA LA CIRUGÍA</b> De acuerdo a la programación quirúrgica .....	\$270	\$175
	Valor de Unidad	
<b>SERVICIOS DE ANESTHESIA</b> Porcentaje de la asignación para el Programa quirúrgico .....	25%	25%
<b>CIRUJANO ASISTENTE</b> Porcentaje de la asignación para el Programa quirúrgico .....	25%	25%
<b>VISITAS NO QUIRÚRGICAS A MÉDICOS</b> Una visita por día, incluida la terapia física, la cual se limita a 9 visitas		
- Primera Visita .....	\$120	\$60
- Cada visita a partir de ese momento.....	\$60	\$30
<b>EQUIPO ORTOPÉDICO</b> Abrazadera y Muletas .....	\$100	\$50
<b>YESO</b> Sin cirugía .....	\$100	\$50
<b>COSTO DE AMBULANCIA</b> .....	100% de lo razonable y usual	\$250
<b>TOMA DE IMÁGENES</b> Incluyendo rayos X el interpretación		
- Fractura o Dislocación .....	\$500	\$250
- Sin Fractura O Dislocación .....	\$100	\$50
- Resonancia Magnética (RM) O Tac .....	\$900	\$500
<b>MEDICAMENTOS DE PRESCRIPCIÓN</b> .....	100% de lo razonable y usual	\$50
<b>TRATAMIENTO DENTAL</b> Para una lesión de dientes sanos naturales, por cada diente .....	\$300	\$150
<b>GASTOS DE REEMPLAZO DE ANTEOJOS</b> Para anteojos rotos, lentes o lentes de contacto resultantes de una lesión requiriendo tratamiento medico .....	\$150	\$100
<b>AGRAVACIÓN O LESIÓN POR CONDICIÓN EXISTENTE</b> .....	\$500	\$500
<u>Para los beneficios que se muestran a continuación, sólo se pagará una de las cantidades, la más grande, por cualquier pérdida resultante de un accidente</u>		
<b>MUERTE ACCIDENTAL</b> Causada por una lesión y que ocurra dentro de los 365 días del accidente cubierto.....	\$5,000	\$5,000
<b>DESMEMBARAMIENTO</b> Causado por una lesión y que ocurra dentro de los 365 días del accidente cubierto		
- Pérdida de una mano, pie u ojo .....	\$5,000	\$5,000
- Ambas manos, pies u ojos .....	\$10,000	\$10,000

**Opción De Beneficio Dental Extendido:** Por una prima adicional, el Beneficio de Tratamiento Dental se incrementará para pagar todos los cargos razonables y usuales para examinación, diagnósticos y rayos X; tratamiento restaurativo, endodoncia; y cirugía oral (no incluye periodoncia u ortodoncia); hasta \$250 por prótesis dental para pagar el costo de un puente, dentadura parcial o dentadura, o para reemplazar reparaciones dentales en condiciones similares. Si durante el Período de Beneficios el dentista del Asegurado certifica que el tratamiento debe ser aplazado, la aseguradora pagará hasta un máximo de \$100 por todos los otros beneficios dentales.

**Exclusiones:** La póliza no proporciona los siguientes beneficios: 1. Tratamiento, servicios o suministros que: no sean médicamente necesarios; no son prescritos por un Médico a como sea necesario para tratar alguna lesión; están determinados a ser de naturaleza Experimental/Investigativa; se reciben sin cargo ni obligación legal de pago; se reciben de personas empleadas o retenidas por el titular de la póliza o cualquier miembro de la familia, a menos que se especifique lo contrario; o no están específicamente listados como Cargos Cubiertos en la Póliza; 2. Lesión intencionalmente autoinfligida; 3. Lesión recibida al violar o intentar violar cualquier ley debidamente promulgada; 4. Lesiones por actos de guerra, ya sea declarada o no; 5. Lesiones cubiertas por la Compensación a Trabajadores o la Ley de Enfermedades Profesionales; 6. Agotamiento por calor; 7. Hernia o epifisis capital de femoral deslizado; 8. Lesión causada directamente por peleas o altercados, excepto como víctima inocente; 9. Lesiones causadas directamente por la operación, la conducción en o sobre, el montaje o la desconexión de cualquier vehículo recreativo impulsado por motor de dos o tres o cuatro ruedas o por vehículo de nieve o vehículo todo terreno (ATV); 10. Lesión causada directamente por participar o practicar fútbol americano interescolar en los grados de 9 a 12, incluido el viaje, a menos que se haya adquirido alguna cobertura opcional; 11. Tratamiento de enfermedades, dolencias o infecciones, excepto infecciones que resulten de alguna lesión accidental o infecciones que resulten por la ingestión accidental, involuntaria o no intencionada de alguna sustancia contaminada.

Administrado por: **PACIFIC EDUCATORS, INC.**, 2808 E. Katella Ave., Suite 101, Orange, CA 92867-5299 - (714) 639-0962 or (800) 722-3365  
Licencia en California de Pacific Educators No. - 0429928

Reclamaciones suscritas y pagadas por: **GUARANTEE TRUST LIFE INSURANCE COMPANY (GTL)**, 1275 Milwaukee Ave., Glenview, IL 60025 - (800) 622-1993

# Formulario de inscripción para el año escolar 2019-20



SOLO UN PAGO POR AÑO		
OPCIONES	Opción Alta	Opción Baja
<b>PROTECCIÓN LAS 24 HORAS AL DÍA</b> <b>\$50,000 MAXIMO POR LESIÓN</b> Grados P- 8 Grados 9-12	<input type="checkbox"/> \$161 <input type="checkbox"/> \$192	<input type="checkbox"/> \$75 <input type="checkbox"/> \$92
<b>PLAN TIEMPO ESCOLAR</b> <b>MÁXIMO POR LESIÓN:</b> <b>\$50,000</b> Para Opción Alta <b>\$25,000</b> Para Opción Baja Grados P- 8 Grados 9- 12	<input type="checkbox"/> \$25 <input type="checkbox"/> \$54	<input type="checkbox"/> \$11 <input type="checkbox"/> \$24
<b>COBERTURA FÚTBOL AMERICANO</b> <b>(SÓLO TEMPORADA 2019)</b> <b>\$25,000 MAXIMO POR LESIÓN</b> Pagable en adición a los planes 24 horas o Tiempo Escolar Grado 9 Grados 10 - 12	<input type="checkbox"/> \$80 <input type="checkbox"/> \$177	<input type="checkbox"/> \$36 <input type="checkbox"/> \$84
<b>OPCIÓN DE BENEFICIOS DENTALES EXTENDIDOS</b> <input type="checkbox"/> \$6		
<b>TOTAL \$</b> _____ (favor no enviar efectivo) <b>HAGA CHEQUE PAGADERO A:</b> <b>PACIFIC EDUCATORS, INC.</b>		
<b>No Hay Reembolsos Disponibles</b>		

POR FAVOR ESCRIBIR CLARAMENTE:

**NOMBRE DEL ESTUDIANTE** \_\_\_\_\_  
PRIMER NOMBRE      INICIAL 2O. NOMBRE      APELLIDO

**FECHA DE NACIMIENTO** \_\_\_\_\_ **MASCULINO**  **FEMENINO**   
MES      DÍA      AÑO

**DISTRITO ESCOLAR** \_\_\_\_\_ **ESCUELA** \_\_\_\_\_

**GRADO** \_\_\_\_\_ **DIRECCIÓN DEL ESTUDIANTE** \_\_\_\_\_

**CIUDAD** \_\_\_\_\_ **ESTADO** \_\_\_\_\_ **CÓDIGO POSTAL** \_\_\_\_\_

**TELÉFONO #** \_\_\_\_\_ **FECHA DE INSCRIPCIÓN** \_\_\_\_\_

**CORREO ELECTRONICO DEL PADRE O TUTOR** \_\_\_\_\_

**FIRMA DEL PADRE O TUTOR** \_\_\_\_\_

PARA PAGAR CON TARJETA DE CRÉDITO / DÉBITO (APLICAN TARIFAS) [WWW.PEINSURANCE.COM](http://WWW.PEINSURANCE.COM)  
 (MARQUE: PRODUCTS Y LUEGO: STUDENTS) O LLAMA AL 800-722-3365

## POR FAVOR RECUERDE:



COMPLETAR EL FORMULARIO DE INSCRIPCIÓN Y MARCAR EL PLAN Y LAS OPCIONES QUE DESEA.



EMITIR SU CHEQUE O GIRO POSTAL (POR FAVOR NO ENVÍE EFECTIVO) POR EL TOTAL A PAGAR DE ACUERDO A LO INDICADO.

**Envíe su formulario de inscripción con su cheque o el giro postal a:**



**Pacific Educators, Inc.**  
**2808 E. Katella Ave., Suite 101**  
**Orange, CA 92867-5299**



POR FAVOR TOME EN CUENTA: SU CHEQUE CANCELADO ES SU RECIBO. SI NO RECIBE UN CHEQUE CANCELADO DENTRO DE 60 DÍAS, POR FAVOR COMUNÍQUESE CON EL ADMINISTRADOR DE SU PLAN.

**Para obtener un servicio más rápido, puede pagar por medio de tarjeta de crédito o débito (aplican tarifas). Por favor visítenos en:**

**Pacific Educators - [www.peinsurance.com](http://www.peinsurance.com)**  
**(chasque PRODUCTS entonces STUDENTS)**  
**o llama 800-722-3365**

 <p><b>Member:</b> California Student  <b>ID Number:</b> 26291W22ES  <b>Program:</b> UNARxCard  <b>RxBIN:</b> 610709  <b>RxGrp:</b> PFCEDU</p> <p><b>Note:</b> Todos son elegibles para este programa. No hay restricciones de edad orincome . Cada miembro de la familia debe tener su tarjeta / herown . Si no puede imprimir una una tarjeta de tener su farmacia llamada Línea de Ayuda thePharmacy y les ayudará yourprescription proceso.</p> <p><u>ESTE PROGRAMA NO ES SEGURO</u>          Este programa es un PUNTO DE VENTA plan de descuento</p>	<p><b>INSTRUCCIONES</b> Esta tarjeta es pre-activado y se puede utilizar inmediatamente. Sólo hay que imprimir esta tarjeta participating pharmacy to receive a discount. You can search y llevar a cualquier farmacia participante para recibir un descuento. Puede buscar farmacia, información de precios, preguntas frecuentes en el sitio web. Estamos restringidos de la revelación de precios de los medicamentos sobre el teléfono.</p> <p>Atención al cliente ( llamada gratuita) 800-726-4232</p> <p><b>ATTENTION PHARMACIST</b> If you need help processing a prescription call our Pharmacy Help Line at Pharmacy Help Line (TOLL FREE) 877-321-6755.</p> <p>PROGRAM POWERED BY:</p>  <p>© Copyright 2010 United Networks of America</p>
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**IMPORTANTE: TARJETA DE IMPRESIÓN . USTED NECESITA PARA LLEVAR ESTA TARJETA A LA FARMACIA CON SU RECETA.**

Estamos orgullosos de anunciar que el Pacíyco Educadores ahora está haciendo disponible una **GRATIS con receta Programa de la tarjeta de drogas** para ayudar a alguien a reducir sus costos de medicamentos recetados.

Esta tarjeta se puede utilizar con un plan primario y / o en las recetas no cubiertos por su plan de seguro. También puede ser usado incluso si usted no tiene ningún tipo de seguro . El Programa Rx Card no tiene restricciones o requisitos de participación y está abierto a cualquier persona.

***Esta receta gratuitos tarjeta de medicamentos es pre - activado y se puede utilizar inmediatamente.***



# Ano Escolar del 2019-2020

El Departamento de Nutrición del Distrito Escolar de Biggs, se complace en anunciar que el distrito estará participando en el programa de elegibilidad de la comunidad que se ofrece como parte del programa nacional de almuerzo escolar. Junto con nuestros esfuerzos para proporcionar comidas saludables y sabrosas que cumple con las ley de niños libres de hambre y guias dietéticas del USDA para estadounidenses con énfasis en granos enteros, frutas y verduras. El Distrito Escolar de Biggs proporcionará gratuitamente desayuno y almuerzo.

## **Números de identificación de estudiantes**

Números de identificación se asignan a todos los estudiantes. Este número de cuatro cifras es el número de identificación, que los estudiantes necesitarán memorizarse y utilizar, cuando vengán a través de la línea de cafetería para el almuerzo o desayuno. Por favor, ayude a su hijo en el aprendizaje de su número para ayudar a que las líneas de la cafetería se muevan rapido.

## **Desayuno y almuerzo son gratis para todos los estudiantes del distrito escolar de Biggs.**

Una comida de almuerzo para adulto costará \$4,00 que incluye clientes y facultad. Si desea que su estudiante almuerze o desayune en la cafetería no hay cargo. Todos los estudiantes califican para desayuno y almuerzo gratis.

**Por favor llene el formulario de ingresos alternativos y regresar al barrio. Esta información es necesaria para Biggs unified distrito escolar permanecer elegible para el programa de elegibilidad de la comunidad. Todos los estudiantes del Distrito Escolar Unificado de Biggs pueden recibir desayuno y almuerzo comidas bajo el programa de elegibilidad de la comunidad.**

**SECCIÓN A. INFORMACIÓN DE NIÑOS** Todas las Familias Completen Esta Sección. Anote el ingreso bruto (ganado) personal de todos los niños, por cantidad, y qué tan seguido es recibido al colocar un círculo alrededor de los Códigos de Ingresos correctos: S=Semanal, C=Cada 2 semanas, D=Dos veces al mes, M=Mensualmente, A=Anualmente.

Identidades Raciales y Étnicas (opcional) 1. Encierre en un círculo una Identidad Étnica: N=No Hispano/Latino o H=Hispano/Latino 2. Encierre en un círculo una o más identidades raciales: (Independientemente de la etnia) A=Asiático, B=Blanco, N=Negro o Afroamericano, I=Indígena Americano o Nativo Alaska, P=Nativo Hawaiano u otro Isléño Pacífico

APELLIDO, NOMBRE	ESCUELA (Escriba "NINGUNA" si no está en la escuela)	AÑO EN LA ESCUELA	Fecha de Nacimiento (Opcional)	Identidades Raciales y Étnicas: (Opcional)		MARQUE "X" si Niño Acogido	Marque "X" si No Hay Ingreso	Ingreso del Niño	¿Qué Tan Seguido Se Le Paga? (Encierre)	ANOTE el Tipo de Beneficio: CalFresh, CalWORKs, Kin-GAP, FDIPIR	ANOTE el Número de Caso del Beneficio
				Encierre en un círculo una o más Identidades Raciales	Encierre en un círculo una o más Identidades Étnicas						
①				N O H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$	S C D M A		
②				N O H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$	S C D M A		
③				N O H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$	S C D M A		
④				N O H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$	S C D M A		
⑤				N O H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$	S C D M A		

Si el niño por quien solicita Carece de Hogar, Migrante, o Eufitivo, contacte la escuela y ENCIERRE en un círculo letra apropiada: C M F  
Familias presentando una solicitud con un Número de Caso del Beneficio para CalFresh/CalWORKs para CADA niño o un miembro Adulto de la familia, por favor brinque a la Un Niño Acogido está bajo la responsabilidad legal de una agencia de cuidado de crianza temporal o del tribunal.

**SECCIÓN B. TODOS LOS OTROS MIEMBROS DE FAMILIA:** Anote el Ingreso Bruto Bajo Cada Tipo de Ingreso Cada Miembro de la Familia Recibe y "Qué Tan Seguido" se Recibe el Ingreso al usar los siguientes Códigos de Ingreso: S=Semanal, C=Cada 2 semanas, D=Dos veces al mes, M=Mensualmente, A=Anualmente. Si No Hay Ingreso, Usted TIENE QUE Marcar la "caja Sin Ingreso". NO la Deje en Blanco.

Nombre y Apellido Completo del Adulto (No repita nombres de la Sección A)	MARQUE "X" Si No Hay Ingreso	Ganancias Brutas del Trabajo Antes de Deducciones, Incluya Todos los Trabajos	Indique Pago de Pensiones, Jubilación, Seguro Social, Beneficios VA	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Beneficios de Asistencia Social, Manutención de Niños, Pagos de Pensión Alimenticia	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Cualquier Otro Ingreso Incluyendo Ingreso Temporal	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Anote el Tipo de Beneficio: CalFresh, CalWORKs, Kin-GAP, FDIPIR	Anote el Número de Caso del Beneficio
①	<input type="checkbox"/>	\$	\$			\$							
②	<input type="checkbox"/>	\$	\$			\$							
③	<input type="checkbox"/>	\$	\$			\$							
④	<input type="checkbox"/>	\$	\$			\$							
⑤	<input type="checkbox"/>	\$	\$			\$							

**SECCIÓN C. INFORMACIÓN DE CONTACTO, CERTIFICACIONES, Y FIRMA:** Este formulario puede ser entregado a cualquier hora del día escolar.

Yo certifico (prometo) que toda información antedicha es verdadera y correcta y que todo ingreso es reportado. Tengo entendido que esta información se da en conexión con el recibir fondos estatales y los funcionarios escolares pueden verificar la información en la solicitud a cualquier hora, y que falsedad intencionada de la información me puede sujetar a leyes aplicables Estatales y federales.

Nombre y apellido escrito en letra de molde del miembro adulto de la familia completando este formulario

Firma del miembro adulto de la familia completando este formulario

Fecha

X

X

NO Escriba Abajo de Esta Línea - Sólo Para Uso Escolar:

Estado de Solicitud: No. de personas en fam.: \_\_\_\_\_

Firma del Funcionario Determinando y Fecha

Aprobada basado en:  
 Ingreso

Negada basado en:  
 Ingreso muy elevado  
 Incompleta

Firma del Funcionario Confirmando y Fecha

Firma del Funcionario Verificando y Fecha

Factores de Conversión del Ingreso Anual: Semanal X 52, Cada 2 semanas X 26, Dos veces al mes X 24, Mensualmente X 12

**STUDENT USE OF TECHNOLOGY****ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY  
(STUDENTS)**

The BIGGS UNIFIED SCHOOL DISTRICT authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

**Definitions**

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

**Student Obligations and Responsibilities**

Students are expected to use district technology safely, responsibly, and for educational purposes only. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights

5. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
6. Install unauthorized software
7. "Hack" into the system to manipulate data of the district or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

### **Privacy**

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

### **Personally Owned Devices**

If a student uses a personally owned device to access district technology, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

### **Reporting**

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, he/she shall immediately report such information to the teacher or other district personnel.

### **Consequences for Violation**

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

**Student Acknowledgment**

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please print)

School: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent or Legal Guardian Acknowledgment**

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement. By signing this Agreement, I give permission for my child to use district technology and/or to access the school's computer network and the Internet. I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from my child's use of district technology or the failure of any technology protection measures used by the district. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please print)

Signature: \_\_\_\_\_

PLEASE COMPLETE AND RETURN THIS FORM  
TO YOUR CHILD'S SCHOOL  
NO LATER THAN ONE WEEK FROM THE START OF SCHOOL

STUDENT'S NAME \_\_\_\_\_ Grade \_\_\_\_\_  
(Last) (First)

**BUSD ANNUAL ACKNOWLEDGEMENT OF RIGHTS**  
**Grades K-12**

California law requires public school districts to annually notify the parent/guardian of each public student of a variety of parental rights. California law also requires that the parent/guardian provide school officials with written confirmation that he/she has been so notified. Therefore, you are requested to read the Parents' Rights and Responsibilities information, and return this signed form, Acknowledgement of Rights, to the school your son/daughter attends no later than three weeks from the start of school.

I acknowledge that I have received and reviewed the Biggs Unified School District's Parents'/Students' Rights and Responsibility Handbook.

\_\_\_\_\_  
Signature of Parent or Guardian Date

Parents who **DO NOT** want Student Directory Information released must make this known in writing to the principal of their child's school.

PARENT'S REQUEST FOR EXEMPTION: I hereby request to have my child exempted from:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Write in name of each item for which you request exemption)

\_\_\_\_\_  
Signature of Parent/Guardian Date

# Biggs Unified School District Discipline Matrix

I have read and understand the consequences of the Biggs Unified School District Discipline Matrix.

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Parent Signature

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Student Signature

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Principal or Principal Designee

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Date

# Matrix de Disciplina del Escolar Unificado de Pierce

Yo he leído y entiendo las consecuencias de la Matrix de Disciplina del Distrito Escolar Unificado de Biggs

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Firma del Padre/Madre

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Firma del Alumno

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Firma del Director/a o persona designada

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Fecha