



Open Enrollment Policy 3-100

Scope:

The District's shall have an open enrollment policy as follows:

School Selection

The parent or guardian of each school age child who is a resident in the District shall select the schools the child shall attend based on his or her residence within the District. The parent or guardian may request a different school in the District based on available space following the intra-district procedure.

District Right to Maintain Racial and Ethnic Balance

While parents and guardians may request specific schools in the District, the District retains the discretion and authority to maintain appropriate racial and ethnic balances among the various District schools and/or pursuant to a court order or voluntary desegregation plan.

Selection Policy

Each school in the District will utilize the District's selection policy whenever it receives requests for admission in excess of the capacity of the school. With the exception of any special schools or programs, all selections will be random, unbiased, and shall not be based on a student's academic or athletic performance.

The following steps constitute the District's selection policy.

1. On or about March 1 of each school year, the District may provide a notice to all parents and guardian of the dates and relevant timelines for requesting placement in a specific District school site.

Purpose

It is the intent of the Board that parents residing in the District have the opportunity to choose which schools their children will attend. Residents of the District are not limited to attending the school in their attendance area. Based on available space, parents may enroll their children in another school in the District. The Board recognizes that this policy is required in order to receive school apportionments from the state school fund.



2. On or before June 30 of each school year, the board, or its designee, shall calculate the capacity of each school in the District. All calculations shall be performed in a non-arbitrary manner based on student enrollment and available space.
3. The District will calculate available space for each grade by ensuring that students who currently reside in the attendance area of the school are not displaced by students transferring from outside the attendance area.
4. All students requesting admission to a specific school site for the upcoming school year shall be placed on the waiting list for that school.
5. **Assignment of District Priorities:**
 - The following students shall be given priority when selecting students from the waiting list:
 - Siblings of students already in attendance in that school
 - Students whose parent or legal guardian is assigned to that school as his or her primary place of employment

6. **Priority Selection**

Students qualifying under one or more of the District priorities shall be selected for enrollment before any other students on the waiting list.

If the number of students qualifying for a priority exceeds the available capacity of the school, then the district shall select the students in the order of the dated request.

7. **Remaining Students**

If all students qualifying for a priority have been selected and the school is not at capacity, then the remaining students shall be admitted.

If the number of students requesting admission exceeds the capacity of the school site, then the district shall select the students in the order of the dated request as well as other priorities.

8. **Notification**

Once the site has verified the results of the assignments, the students who are to be offered a spot in the school will be notified.



If a student declines the offer to attend the school site, then the next student on the list shall be contacted and offered an available spot.

Specialized Schools and Programs – Admission Requirements

Any student seeking to transfer to a specialized school or program operated by the District must still meet the entrance requirements for that school or program.

Special Priority – Students in Harmful or Dangerous Circumstances

In addition to the priorities discussed above, the District has the discretion to grant a student priority of attendance in a school outside the student’s attendance area if special circumstances exist that might be harmful or dangerous to that student. Special circumstances supporting a priority may include, but are not limited to:

1. Threats of bodily harm to the student
2. Threats to the emotional stability of the Student

A finding of harmful or dangerous special circumstances shall be based upon either of the following:

- A written statement from a representative of the appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or properly licensed or registered professionals, including, but not necessarily limited to, psychiatrists, psychologists, or marriage and family therapists
- A court order, including a temporary restraining order and injunction, issued by a judge.

If the District determines that there are harmful or dangerous special circumstances it may approve a transfer to another school in the District even if that school has been determined to be at capacity and otherwise closed to transfers. (Ed. Code, § 35160.5 (b).)



Investigation of Residency Policy 3-101

Scope:

The district may investigate a student’s residency status if there is a reasonable and articulable basis to believe that the residency documentation provided is false or misleading. Such investigations shall only be conducted in accordance with law, district policy, and administrative regulation.

The Board affirms the following principles:

1. All investigations shall respect the rights and dignity of families and students.
2. Investigations shall comply with all applicable federal and state laws, including but not limited to FERPA, the Information Practices Act, and the California Education Code.
3. The use of surveillance technologies such as GPS trackers, drones, or covert photography of students is strictly prohibited.

Appeal Rights

Parents/guardians shall be provided written notice of any determination of non-residency and shall have the right to appeal such determination within the timelines and procedures outlined in the Administrative Regulations below. Final appeals shall be heard by the Governing Board.

Purpose

The Governing Board is committed to ensuring that all students enrolled in the District meet legal residency requirements as set forth in California law. While the District recognizes the importance of access to education, it also maintains the responsibility to safeguard the use of public educational resources for resident students.



Administrative Regulations

1. Definition

A "Residency Investigation" refers to any effort by district staff or a contracted individual to verify the accuracy of a student's claimed residency for enrollment purposes. A home visit by an administrator shall not be considered a Residency Investigation. However, a residency visit may be the basis for conducting a Residency Investigation.

2. Conditions for Investigation

An investigation may be initiated only when:

- The site administrator or designee has a reasonable belief that the parent/guardian has submitted false or unreliable evidence of residency
- The belief is supported by specific and articulable facts

3. Notification Requirements

At least five (5) calendar days before the investigation begins, the district shall provide the parent/guardian written notice that includes:

- A summary of the facts supporting the investigation
- The names and titles of individuals conducting the investigation
- The expected duration of the investigation
- A copy of this regulation

4. Preliminary Efforts Before Hiring Investigators

The district shall make reasonable efforts to validate residency before engaging a private investigator. Such efforts may include:

- Review of submitted documents
- Requests for additional documentation
- Verification with public agencies
- Contact with landlords or employers (with parental consent)



5. Investigatory Methods

Permitted methods include:

- Review of documentation
- Requests for clarification or additional evidence
- Contact with public agencies
- Visits to the residence (announced or unannounced)
- Interviews with student, parent/guardian, or witnesses
- Phone calls to residence
- Observation (not including covert surveillance)
- Photography or video **only in open and public view**
- All investigators must truthfully identify themselves

Prohibited Methods:

- Surreptitious photographing or videorecording of students
- Use of surveillance equipment such as GPS trackers or drones
- Misrepresentation of identity by investigators

6. Written Determination

Following the investigation, the administrator shall issue a written determination stating:

- Whether the student meets residency requirements
- If not, the specific facts supporting the conclusion
- A deadline for the student to transfer
- The parent's right to appeal within **14 calendar days**



7. Appeals Process

- Appeals must be submitted in writing to the Superintendent or designee within **14 calendar days** of the decision.
- The Governing Board shall consider residency appeals and shall issue a written decision within **30 calendar days**.
- The Governing Board's decision shall be final.



Inter-District Transfers and Appeals Process

Policy 3-103

Scope:

The District may enter into interdistrict attendance agreements with other districts to allow nonresident students to attend district schools or to permit resident students to attend schools in another district.

All requests shall be considered on a case-by-case basis using fair and consistent criteria, and in a manner that respects the rights and educational interests of students.

The District shall:

1. Comply with timelines and procedures outlined in 5 CCR §§ 4400–4409
2. Inform families of their right to appeal denials or revocations under 5 CCR §§ 44154425
3. Refrain from discrimination based on race, ethnicity, language status, academic performance, disability, or socioeconomic status
4. Prioritize students who are victims of bullying under Ed Code § 46600(b)

Appeal Rights

If a request is denied or revoked, the parent/guardian shall be notified in writing of the right to appeal to the County Board of Education within 30 calendar days.

Purpose

The Governing Board recognizes that although students are generally expected to attend schools in the district where they reside, circumstances may justify attendance in another district. The Board authorizes the Superintendent or designee to process interdistrict attendance agreements in accordance with state law and district policy.



Administrative Regulations

1. Definitions

- **Interdistrict Attendance Agreement:** A written agreement between two school districts that allows a student to attend a school outside of their district of residence.
- **District of Residence:** The district in which the student's custodial parent/guardian resides.
- **District of Attendance:** The district receiving the student under an interdistrict agreement.

2. Application Process

- Requests must be submitted using the District's standard interdistrict attendance request form.
- If the request is made **before the term begins**, the District shall approve or deny it **within 30 calendar days**.
- If the request is made **within 30 days before term begins**, a decision shall be issued **within 14 calendar days after the term starts**.
- If no agreement currently exists, the District shall attempt to execute one within the same timelines.

3. Provisional Enrollment

- Students from other districts may be provisionally enrolled for **up to 2 months** while the request is pending between districts.

4. Approval Priorities

The District may prioritize interdistrict transfer requests based on:

- Victim of bullying at current school (with proof from current district)
- Continuation of enrollment for students already attending the District
- Siblings of enrolled students
- Children of District employees
- Students facing exceptional hardship (e.g., foster youth, homelessness)



- Students seeking access to unique programs not available in their district of residence

5. Criteria for Denial

- The District may deny interdistrict requests based on:
 - Lack of space in the requested school, grade level, or program
 - Student's record of serious discipline issues
 - Excessive unexcused absences or truancy
 - Lack of appropriate support services for the student's educational needs
 - Denials **shall not be based** on:
 - Race, ethnicity, income level, academic performance, language status, or disability

6. Term and Renewal

- Agreements may be valid for up to **five (5) years**
- Parents/guardians must reapply before the expiration of the agreement
- The District may review student behavior, attendance, and academic standing when considering renewal

7. Revocation of Agreement

- An interdistrict transfer may be revoked for:
 - Chronic unexcused absences
 - Repeated disciplinary infractions
 - Providing false information
- Prior to revocation, the District shall:
 - Provide **written notice** detailing the reasons
 - Allow the parent/guardian an opportunity to respond
 - Issue a **final written decision** that includes the right to appeal



8. Appeals to the County Board of Education (5 CCR §§ 4415–4425)

If an interdistrict transfer request is denied or an agreement is revoked, the parent/guardian has the right to appeal to the County Board of Education within 30 calendar days.

The District shall:

- Provide written notice of this appeal right at the time of denial or revocation
- Include contact information for the appropriate County Office of Education
- Provide all documentation to the County Board upon request

The student shall remain enrolled pending the outcome of a timely county appeal, unless doing so presents a clear threat to safety or disrupts the educational environment.

9. Reporting Requirements

If the District elects to act as a District of Choice under Ed Code §§ 48300–48316, it shall:

- Adopt by Board resolution the number of transfer students it will accept
- Conduct a public, random drawing if demand exceeds capacity
- Provide application info (forms, timeline, process) on its website
- Avoid selection based on academic or athletic performance, disability, race/ethnicity, gender, religion, or income
- Report annually (by **October 15**) to adjacent districts and the COE:
 - Number of requests granted/denied/withdrawn
 - Demographics of transfer students
 - Waitlist and enrollment stats

10. Recordkeeping

- The Superintendent or designee shall maintain records of:
 - Interdistrict attendance requests received, granted, denied
 - Appeals filed and their outcomes
 - Transfers revoked
- An annual report shall be submitted to the Governing Board.



Student Code of Conduct Policy 3-104

Scope:

This policy applies to all students enrolled in the district and governs behavior:

- On school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to or coming from, a school-sponsored activity

1. Prohibition of Corporal Punishment

In accordance with Education Code § 32212, the District strictly prohibits the use of corporal punishment as a means of disciplining students. No employee shall inflict or cause to be inflicted corporal punishment upon a student.

2. Positive Behavior Support

The District shall implement schoolwide expectations for behavior using a framework of positive behavioral interventions and supports (PBIS). These may include:

- Teaching and reinforcing clear behavioral expectations
- Recognizing and celebrating positive student behavior
- Providing interventions and supports before disciplinary action

3. Discipline Procedures

The District shall ensure discipline practices are:

- Fair, consistent, and age-appropriate

Purpose

The District is committed to fostering a positive school climate that supports student learning, safety, and well-being. This policy outlines student discipline procedures in compliance with California law, including Education Code § 32212, and promotes positive behavioral interventions over punitive measures.



- Aligned with Education Code §§ 48900-48915
- Respectful of student rights to due process and nondiscrimination

Suspension and expulsion shall be used only when other means of correction have been documented and found to be ineffective, except in cases where immediate suspension or expulsion is authorized by law.

4. Restorative Practices

Whenever possible, the District shall use restorative approaches to address harm, rebuild relationships, and support reentry into the learning environment following a disciplinary event.

5. Staff Training and Student Education

All staff shall be trained annually on:

- District discipline policies and procedures
- Positive behavior strategies
- De-escalation and conflict resolution techniques

Students shall be informed of behavior expectations and disciplinary procedures at the beginning of each school year.

6. Students with Disabilities

Disciplinary actions involving students with disabilities shall comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Manifestation determinations and behavior intervention plans shall be provided as required.

7. Parent and Guardian Engagement

The District shall inform parents/guardians of disciplinary incidents and work collaboratively with families to support student success and behavioral growth.

8. Policy Review

This policy shall be reviewed annually and updated as needed to ensure compliance with state and federal law.



Administrative Regulations

1. School-Level Responsibilities

- Each school site administrator shall ensure all staff are trained annually on this policy, including PBIS practices, suspension/expulsion procedures, and alternatives to discipline.
- Staff shall document behavioral incidents, interventions used, and outcomes in the student's discipline record.

2. Behavior Incident Reporting

- All incidents involving suspension, expulsion, including those with significant behavior must be reported to the superintendent or designee within 24 hours.
- The district shall maintain an internal behavior incident log to track trends and inform school climate improvements.

3. Parent Notification

- Parents/guardians shall be notified of any disciplinary action within 24 hours and shall be given an opportunity to meet with school staff to discuss the incident and next steps.
- Emails or letters home can be used for notification if the administration can not reach the parent/guardian by phone.
- Notices shall be provided in the primary language of the family when required by law.

4. Due Process

- Prior to suspension, students shall be informed of the reason for the suspension, given an opportunity to explain their version of events, and provided with a written notice outlining the suspension, duration, and appeal rights, in accordance with Education Code § 48911.
- For expulsion, students shall receive a formal hearing before the school board or a designated panel, including written notice, the right to representation, to present evidence, and to confront and cross-examine witnesses, as set forth in Education Code §§ 48918–48923.
- The district shall document all disciplinary actions, and students and their families shall receive information about their rights in a language they understand.



- The district shall use other means of correction before imposing suspension, including but not limited to conferences, counseling, peer mediation, restorative practices, positive behavior support plans, and participation in intervention programs. These shall be documented in the student record.

5. Students with Disabilities

- The IEP team must convene for a manifestation determination when a student with a disability is suspended for more than 10 consecutive days or has a pattern of removals.
- Behavior Intervention Plans must be developed or updated in response to recurring behavioral concerns.
- The district shall ensure the provision of FAPE during suspension or expulsion and consider alternative transportation or supports for students excluded from specific services.

6. Law Enforcement Notification

- The principal or designee shall notify local law enforcement within one school day if a student is involved in an incident involving weapons, narcotics, serious threats of harm, or other criminal conduct as required by Education Code § 48902.
- In cases involving students with exceptional needs, relevant disciplinary and special education records may be shared with law enforcement as permitted by FERPA.

7. Expulsion, Readmission, and Interim Placement

- At the time of expulsion, the student and parent/guardian shall receive written notice of the procedures for readmission, including the criteria and timeline for review, as required by Education Code § 48916.
- The governing board or its designee shall conduct a review of the expulsion order at the end of the expulsion term to determine whether the student may be readmitted.
- Readmission decisions shall consider the student's rehabilitation progress, academic standing, and behavioral record during the expulsion period.
- During the expulsion period, the student shall be referred to an alternative educational placement or appropriate educational program that meets their instructional needs.



8. Gun-Free Schools Act Compliance

- In accordance with 20 U.S.C. § 7961, any student who is determined to have brought a firearm to school or possessed a firearm at school shall be expelled from the regular school program for a period of not less than one year. The superintendent may modify the expulsion requirement for a student on a case-by-case basis.
- The district shall refer the student to appropriate law enforcement authorities in connection with the incident.

Legal References:

- 20 U.S.C. § 7961 (Gun-Free Schools Act)
- California Education Code § 32212 (Prohibition of corporal punishment)
- California Education Code §§ 48900-48915 (Grounds and procedures for suspension/expulsion)
- California Education Code § 48900.5 (Other means of correction)
- California Education Code § 48902 (Law enforcement notification)
- California Education Code § 48911 (Suspension procedures)
- California Education Code § 48916 (Expulsion readmission and educational placement)
- California Education Code § 49079 (Teacher notification of violent students)
- California Education Code §§ 56520–56525 (Behavioral interventions for students with disabilities)
- 34 C.F.R. Part 300 (IDEA regulations)
- Section 504 of the Rehabilitation Act of 1973
- California Code of Regulations, Title 5, §§ 300–305 (Suspension and expulsion procedures)



Universal Meals Policy 3-200

Scope:

In compliance with the State's Universal Meal Program, this policy requires the District to provide two free meals per day to every student, regardless of income status.

1. Universal Meal Provision

Pursuant to Education Code § 49501.5, the District shall provide two free meals per school day (one breakfast and one lunch) to every student enrolled in a district-operated school.

2. Program Eligibility and Participation

- All students shall be eligible to receive free meals regardless of family income.
- The District may participate in a federal meal reimbursement program such as the National School Lunch Program (NSLP) or School Breakfast Program (SBP), in alignment with California Department of Education (CDE) requirements.

3. Nutrition Standards

Meals shall meet or exceed nutrition standards set by the United States Department of Agriculture (USDA) and the CDE. This includes:

- Calorie limits appropriate by grade level
- Limits on saturated fat, sodium, and added sugar
- Provision of fruits, vegetables, whole grains, and low-fat dairy

4. Safe and Accessible Meal Service

The District shall:

- Serve meals in a clean, safe, and inclusive environment

Purpose

The District is committed to ensuring all students have access to nutritious meals that support their health, well-being, and academic success. In compliance with state and federal laws, the District shall implement California's Universal Meals Program, which provides two free meals per day to every student, regardless of income status.



- Accommodate students with dietary needs or disabilities consistent with USDA guidelines
- Provide sufficient time to eat and ensure non-stigmatizing practices

5. Mealtime Scheduling

The Superintendent or designee shall ensure:

- Breakfast and lunch are scheduled at appropriate times
- Students have adequate time to eat each meal (at least 20 minutes for lunch)

6. Family Income Data Collection

- To maximize funding and support educational programs, the District may collect household income data using alternative forms, such as the Alternative Income Form (AIF), when not using the traditional free/reduced-price meal application process.

7. Community Engagement

The District shall inform families annually about the meal program, menus, and how it supports student wellness. Translation and outreach will be provided as needed.

8. Policy Review

This policy shall be reviewed annually and revised to reflect changes in state or federal regulations.



Administrative Regulations

1. Program Implementation and Oversight

- The Superintendent or designee shall oversee compliance with the Universal Meals Program and applicable USDA regulations.
- The district shall file meal claims for reimbursement in accordance with federal and state requirements.
- Staff shall be trained on program requirements, food safety, and civil rights.

2. Meal Counting and Claiming

- Meals must be counted at the point of service using an approved method.
- Records must be maintained for all reimbursed meals, in accordance with USDA record retention policies.

3. Health and Safety Standards

- All food preparation and storage shall comply with local and state health department standards.
- Food service staff shall hold valid food handler permits.

4. Non-Discrimination and Civil Rights

- No student shall be denied a meal or treated differently based on race, color, national origin, sex, age, or disability.
- Meal service practices shall be free from stigma and ensure confidentiality.

5. Student and Family Communication

- Schools shall communicate weekly or monthly menus to families.
- Nutrition education may be provided as part of health or physical education programs.

6. Monitoring and Evaluation

- The Superintendent or designee shall evaluate participation rates, nutritional quality, and student feedback to improve meal services.



7. Civil Rights Compliance and Non-Discrimination

- The District shall comply with all federal civil rights requirements as outlined by USDA FNS Instruction 113-1.
- No student shall be excluded from participation in, denied the benefits of, or subjected to discrimination under the meal program on the basis of race, color, national origin, sex (including gender identity and sexual orientation), age, disability, or prior civil rights activity.
- The USDA "And Justice for All" poster shall be prominently displayed in all cafeterias and food service areas.
- The District shall include the full USDA Non-Discrimination Statement on all public-facing materials related to the meal program.
- Procedures shall be established for filing and resolving civil rights complaints in a timely and confidential manner.
- All food service staff shall complete annual training on civil rights compliance, including handling complaints, providing language access services, and accommodating students with disabilities.

Legal References:

- California Education Code § 49501.5 (Universal Meals)
- California Education Code §§ 49500–49564 (Child Nutrition Programs)
- 7 C.F.R. Parts 210, 220 (NSLP and SBP regulations)
- 2 C.F.R. Part 200 (Federal Uniform Guidance)
- USDA FNS Instruction 113-1 (Civil Rights in School Meals)



School Nutrition & Student Wellness

Policy 3-201

Scope:

This policy outlines the District's commitment to fostering a healthy school environment that promotes student wellness through nutrition education, physical activity, and community involvement.

1. Nutrition Education and Promotion

- The District shall provide nutrition education that is age-appropriate and culturally relevant and integrated into core subjects where feasible.
- Students shall receive consistent messages about healthy eating across all areas of the school.
- Schools are encouraged to use cafeteria signage, posters, and other media to promote healthy food choices.

2. Physical Activity and Physical Education

- All students shall have opportunities for regular physical activity through physical education classes and other programs.
- Elementary students shall receive physical education instruction for at least 200 minutes every 10 school days; middle and high school students shall receive at least 400 minutes every 10 school days.
- Schools are encouraged to incorporate physical activity into the school day through programs such as "brain breaks," active recess, and walk-to-school days.

3. Other School-Based Wellness Activities

- The District shall support school gardens, nutrition clubs, and farm-to-school programs where feasible.

Purpose

The District is committed to promoting the health, well-being, and academic success of all students. In alignment with the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010, this policy establishes goals for nutrition education, physical activity, and school-based wellness initiatives.



- Schools shall provide access to drinking water throughout the day at no cost to students.
- Wellness activities shall be coordinated with other school health programs.

4. Nutrition Guidelines for All Foods Available at School

- All foods and beverages sold to students on campus during the school day, including those sold outside of the reimbursable meal programs, shall meet USDA Smart Snacks in School nutrition standards.
- The District shall encourage healthy options at school celebrations and classroom parties.
- Fundraisers conducted during school hours shall meet state and federal nutrition guidelines.

5. Stakeholder Involvement

- The District shall establish a Wellness Committee that includes parents, students, food service staff, physical education teachers, school administrators, and community members.
- The committee shall meet at least annually to assess and update the wellness policy.

6. Implementation, Monitoring, and Reporting

- The District may use tools such as the Wellness School Assessment Tool (WellSAT) to evaluate the strength and comprehensiveness of this wellness policy and guide improvements over time.
- The Superintendent or designee shall oversee the implementation of this policy and ensure each school complies with the wellness requirements.
- Each school site shall designate a staff member to monitor compliance and coordinate wellness activities.
- The District shall assess the implementation of this policy at least once every three years and make the results available to the public.
- The policy, assessment results, and committee meeting information shall be posted on the district website.



7. Policy Review and Revisions

- The Wellness Committee shall review this policy annually and recommend updates to ensure continued alignment with federal and state law.

Legal References:

- 42 U.S.C. § 1758b (Local School Wellness Policy requirement)
- 7 C.F.R. Part 210 and 220 (Nutrition standards and meal requirements)
- California Education Code §§ 49430–49434 (Pupil Nutrition and Physical Activity)
- Healthy, Hunger-Free Kids Act of 2010



Suicide Prevention Policy 3-202

Scope:

In compliance with Education Code § 215, this policy addresses suicide prevention for students in grades 7–12.

Key Roles and Responsibilities

1. **Suicide Prevention Liaison:** The District shall designate a primary Liaison to oversee suicide prevention efforts. The Liaison will be trained in suicide intervention and serve as the main point of contact.
2. **School Staff:** All staff will receive basic training to recognize and respond to warning signs of suicide and refer students to appropriate resources.

Purpose

The District recognizes that suicide is a leading cause of death among youth and is committed to identifying and supporting students at risk. This policy outlines strategies for prevention, intervention, and postvention.

Prevention Strategies

1. Staff Training

- All employees, including substitutes and volunteers, will receive annual training on recognizing suicide warning signs and referral procedures.
- Mental health professionals employed by the District will receive specialized training in risk assessment and crisis intervention.

2. Parent/Guardian Education

- Parents/guardians will receive information on risk factors, warning signs, and available resources to support at-risk students.

3. Student Education

- Age-appropriate instruction will be provided to help students recognize warning signs, understand coping strategies, and know how to seek help for themselves or others.



Intervention Procedures

1. Responding to At-Risk Students

- Staff must immediately notify the Suicide Prevention Liaison or a school administrator if they suspect a student is at risk.
- Students must not be left unsupervised. In cases of imminent danger, 911 will be contacted.

2. Parent/Guardian Notification

- Parents/guardians will be informed following a formal risk assessment unless doing so endangers the student.

3. Crisis Management

- If a suicide attempt occurs on campus, staff will ensure the safety of all students and call 911. The Liaison will coordinate communication with parents/guardians and support services.

Postvention Strategies

1. Support Following a Crisis

- The District will provide counseling and support for affected students and staff.
- A re-entry plan will be developed for students returning to school after a suicide attempt, including accommodations and ongoing monitoring.

2. Response to a Suicide Death

- The District will implement its Suicide Postvention Response Plan, including support for the school community and steps to prevent further crises.

Collaboration and Resources

The District will partner with local agencies, community organizations, and mental health professionals to provide comprehensive support for students and families.



Drug and Alcohol Use Policy 3-203

Instruction Regarding Alcohol, Narcotics, and Other Restricted Drugs

As used in this policy, “narcotics” and “restricted dangerous drugs” refer to the controlled substances identified in Chapter 2, Division 10 of the California Health, and Safety Code (Sections 11053 through 11058).

1. Elementary Schools

Instruction regarding the nature of alcohol, narcotics, and restricted dangerous drugs will be included in the curriculum for all elementary schools. Instruction will be provided in grades 4th and 5th. Implementation of the curriculum and instruction to teachers will be provided by the school site principal or designee.

2. Secondary Schools

Instruction on the nature and effects of alcohol, narcotics, restricted dangerous drugs, and other dangerous substances upon prenatal development will be included in the curriculum of all secondary schools. Instruction will be provided in Physical Education or Home Room. Implementation of the curriculum and instruction to teachers will be provided by the school site principal or designee.

3. Student Reporting of Alcohol Issues

In accordance with California law, the district shall establish procedures to encourage students to report alcohol-related issues without fear of punitive consequences.

Purpose

The intent of this policy is to provide a structured framework for educating students about the risks and effects of alcohol, narcotics, and other restricted substances while fostering a safe and supportive environment for students to seek help. By aligning with state laws, including AB 2711, the policy aims to:

- Promote awareness and prevention of substance abuse through age-appropriate instruction.
- Encourage students to voluntarily disclose substance use without fear of punitive consequences.
- Ensure students receive appropriate support and resources to address substance-related issues.
- Equip school staff with the knowledge and tools to support students effectively and comply with legal requirements.



These procedures shall include:

- **Anonymous Reporting Mechanisms:** The district shall implement and maintain anonymous reporting tools, such as a dedicated hotline or online reporting system, to allow students to report alcohol-related concerns securely and confidentially.
- **Protection for Voluntary Disclosures:** In compliance with AB 2711, students who voluntarily disclose their use of controlled substances, alcohol, intoxicants, or tobacco products for the purpose of seeking help shall not face suspension or expulsion solely for that disclosure, provided that the disclosure does not include admission of involvement in illegal distribution activities.
- **Support Services:** Students who disclose substance use under this policy shall be referred to existing school-based support services, such as counseling or substance use education programs, as deemed appropriate.
- **Training for Staff:** School staff shall receive regular training on the requirements of AB 2711 to ensure compliance and the proper handling of voluntary disclosures.



Student Freedom of Expression Policy 3-300

Scope:

This policy affirms students' rights to freedom of expression under the U.S. Constitution, California Constitution, and relevant education codes, while outlining limits necessary to maintain a safe and orderly educational environment.

1. General Principles

Students have the right to freedom of speech and expression, including written, oral, and symbolic expression, provided that such expression does not:

- Materially and substantially disrupt the orderly operation of the school
- Incite violence or unlawful acts
- Contain obscene, libelous, or slanderous content

This right applies to student dress, religious expression, written publications, social media (when school-related), petitions, assemblies, and other forms of communication.

2. Student Media and Publications

In accordance with Education Code § 48907:

- Students may publish and distribute materials at school, including school-sponsored publications, subject to reasonable time, place, and manner regulations.
- Editorial control over school-sponsored media may be exercised by school authorities only when necessary to achieve legitimate pedagogical goals or prevent illegal, obscene, or substantially disruptive content.

Purpose

The District recognizes that students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This policy affirms the rights of students to express themselves freely, consistent with the First Amendment of the U.S. Constitution, the California Constitution, and applicable state and federal law.



- A student publication advisor shall support the development of high-quality journalism, uphold legal rights to free expression, and help students navigate ethical and responsible content creation.
- School sites may adopt their own written publications code that addresses time, place, and manner consistent with this policy.

3. Student Expression at School Events and Online

Students retain their rights to express political, religious, or personal views at school events as long as they do not disrupt instruction or violate student conduct standards.

- Off-campus speech, including on social media, may only be subject to discipline when it causes or is likely to cause substantial disruption on campus.

4. Dress and Appearance

Student attire that expresses personal beliefs is protected unless it:

- Incites violence, harassment, or discrimination
- Contains obscene or profane images/language
- Depicts drugs/alcohol/weapons
- Causes a material and substantial disruption to the learning environment

5. Protection from Discipline

Per Education Code § 48950, students in grades 9–12 may not be disciplined for speech or expression that would be protected outside of school unless it meets lawful exceptions.

- While younger students also retain significant speech protections under the U.S. and California Constitutions, expression at the elementary level may be subject to additional limitations consistent with developmental appropriateness and school safety.

6. Equal Access to Facilities

If the district allows student groups to use school facilities for meetings or events, it shall do so in a viewpoint-neutral manner consistent with the Equal Access Act.

7. Policy Review

This policy shall be reviewed annually and updated as needed to reflect changes in law or court interpretation.

Adopted on:
12-11-2025

Page 2 of 3



Administrative Regulations

1. Distribution of Materials

- Students may distribute flyers, petitions, or other written material during noninstructional time (before/after school, lunchtime) in designated areas.
- Materials must not be defamatory, obscene, or likely to cause a substantial disruption.

2. School Publications and Journalism

- School newspapers, yearbooks, and digital media are considered student forums. Students may determine content within the bounds of law and district policy.
- A staff advisor shall support student journalists in producing content that is responsible, factual, and consistent with journalistic standards.

3. Speech at Assemblies and Events

- Student speakers at school events shall be selected based on content-neutral criteria (e.g., leadership roles).
- Personal views expressed by students shall not be attributed to the school or district.

4. Handling Complaints or Violations

- Alleged violations of student expression rights may be brought to the school principal for resolution.
- Appeals may be directed to the Superintendent or designee.

Legal References:

- U.S. Constitution, First Amendment
- California Constitution, Article I, Section 2
- California Education Code §§ 48907, 48950, 32210–32212



Patriotic Expression and Pledge of Allegiance Policy 3-301

Scope:

This policy outlines the district’s compliance with legal requirements for daily patriotic observances in schools, while safeguarding students’ constitutional rights to freedom of expression.

1. Daily Patriotic Exercises

In accordance with California Education Code § 52720, every school in the District shall conduct appropriate patriotic exercises each day during the school year. The recitation of the Pledge of Allegiance to the Flag of the United States of America shall fulfill this requirement.

- The Pledge of Allegiance is one form of appropriate patriotic observance. Other displays of patriotism, such as civic education activities, moments of reflection, or school-recognized alternatives, may also satisfy this requirement.
- In elementary schools, patriotic exercises shall take place at the beginning of the first regularly scheduled class or activity period. In secondary schools, patriotic exercises shall be conducted at a time designated by the site administrator.

Purpose

The purpose of this Policy is to comply with state law while honoring the constitutional rights of students. It is the policy of the District to observe daily patriotic exercises, including the Pledge of Allegiance, in its schools. These exercises may include or accompany brief civic or historical instruction to support student understanding of democratic values.

2. Voluntary Participation

Students shall not be required to participate in the Pledge of Allegiance or any patriotic exercise. Consistent with the U.S. Supreme Court decision in *West Virginia State Board of Education v. Barnette* (1943), students may choose to stand, remain seated, recite, or remain silent during the Pledge without fear of discipline, reprisal, or coercion.

3. Staff Responsibilities

School staff shall ensure that patriotic exercises occur in accordance with the law and shall respect the rights of all students to participate or abstain.

Adopted on:
12/11/2025

Page 1 of 2



4. Notice to Students and Families

At the beginning of each school year, the District shall inform students and families of their rights regarding participation in patriotic exercises through student handbooks, orientation materials, or school websites.

Legal References:

- California Education Code § 52720 (Daily patriotic exercises)
- West Virginia State Board of Education v. Barnette (1943), 319 U.S. 624
- U.S. Constitution, First Amendment



Student Promotion and Retention Policy 3-302

Scope:

This policy applies to all students in grades TK through 12. The Superintendent or designee is responsible for ensuring consistent implementation of this policy and for developing procedures that guide promotion, retention, and intervention strategies.

1. Promotion Criteria

Students shall be promoted to the next grade level when they demonstrate grade-level proficiency in core academic areas, particularly in English language arts and mathematics. Decisions shall be based on:

- Academic performance and assessments
- Report card grades
- Classroom participation and assignments
- Other indicators of student progress

2. Retention Criteria

A student may be considered for retention if they are performing below minimum academic standards in one or more core subjects and are not likely to benefit from immediate promotion. Retention may only occur after the implementation of interventions and consultation with parents/guardians.

3. Grade-Level Considerations

- **Transitional Kindergarten (TK):** Students may remain in TK an additional year only if deemed not ready for Kindergarten. The decision shall be based on developmental and academic assessments and made in consultation with the parent/guardian.

Purpose

The purpose of this Policy is to support each student's academic success. This policy ensures that decisions regarding student promotion and retention are based on clear, fair, and developmentally appropriate standards aligned with California Education Code and local goals for academic achievement.



- **Grades 1–8:** Promotion/retention shall consider multiple measures of academic achievement and documented intervention efforts.
- **Grades 9–12:** Promotion is based on the accumulation of course credits. A student who falls significantly behind in credit attainment shall be provided targeted support, such as credit recovery, academic intervention, or referral to an alternative program.

4. English Learners and Students with Disabilities

For English learners, retention decisions shall include an analysis of English language development and shall not be based solely on English proficiency. For students with disabilities, decisions shall align with their IEP or 504 Plan and include appropriate team input.

5. Parental Notification and Appeals

Parents/guardians shall be notified as early as possible if their child is at risk of retention. If a retention decision is made, parents may appeal to the Superintendent or designee within 10 school days of notification. A review panel may be convened, and a written decision shall be issued.



Administrative Regulations

1. Identification of At-Risk Students

- Teachers shall regularly assess student progress using multiple academic indicators.
- If a student is not meeting grade-level standards, the teacher shall notify the parent/guardian and develop a written intervention plan.

2. Academic Interventions

- Before a student is considered for retention, the district shall provide appropriate academic interventions, which may include:
 - Small group instruction
 - After-school or summer programs
 - Additional academic support
 - Targeted instruction using modified curriculum

3. Decision-Making Process

- Teachers, administrators, and support staff shall review a student's academic record, assessments, and prior interventions.
- Parent/guardian input shall be solicited and documented.
- Retention shall only be recommended if interventions have been unsuccessful and if there is evidence that the student will benefit from repeating the grade.

4. Documentation

- The district shall maintain written records of all promotion/retention decisions and the academic data used to make those decisions.
- A copy of any parent appeals and determinations shall also be retained.

5. Professional Development



- The district shall provide training to staff on promotion and retention criteria, intervention strategies, and legal requirements.

Legal References:

- Education Code §§ 37252–37254 (Supplemental Instruction)
- Education Code §§ 48000–48070.5 (TK, Promotion, and Retention)
- Title 5, California Code of Regulations § 100 (Assessment and Promotion)
- IDEA & Section 504 (Federal Special Education Law)



Course of Study and Instruction Policy 3-303

Scope:

This policy ensures all students from grades 1–8 receive a comprehensive, equitable, and standards-aligned education. It provides guidelines for instructional content, curriculum review, and innovative learning opportunities, aligned with California Education Code.

1. Course of Study Requirements

- **Elementary School (Grades 1–6)** The elementary course of study shall be designed to prepare students for the academic rigor and expectations of elementary education. It lays the foundation for success in middle school by emphasizing the development of core academic skills, social emotional learning, and civic awareness.
- The course of study for elementary grades shall include instruction in the following areas, as required by Education Code § 51210:
 - English language arts
 - Mathematics
 - Social sciences (including history and geography)
 - Science
 - Visual and performing arts
 - Health education and Physical education
 - Other studies as needed to meet state standards and student developmental needs.

Purpose

The District adopts this policy to ensure compliance with California Education Code §§ 51220 et seq. and Title 5 of the California Code of Regulations §§ 1630 et seq., which require the adoption and implementation of a course of study that supports the intellectual, physical, moral, and civic development of students.



- **Secondary School (Grades 7–8)**

The secondary course of study shall be designed to prepare students for the academic rigor and expectations of secondary education. It lays the foundation for success in high school by emphasizing the development of core academic skills, social-emotional learning, and civic awareness.

- The course of study for secondary grades shall include instruction in the following areas, as required by Education Code § 51210:
 - English language arts
 - Mathematics
 - Science (including physical and biological sciences)
 - Social sciences (including U.S. history and government, world history, geography, economics, and civics)
 - Visual and performing arts
 - Health education
 - Physical education
 - Other studies as needed to meet state standards and student developmental needs.
- In addition to traditional coursework, the District may support the following instructional options:
 - Independent study
- The Governing Board shall adopt a course of study for grades 1 through 8 that is consistent with state-adopted curriculum frameworks and content standards, and that prepares students for college, career, and civic life. The course of study shall include:
 - English language arts
 - Mathematics
 - Science



- History-social science
- Visual and performing arts
- Physical education
- Health education

2. Instructional Time and Sequence

Instructional time shall be allocated in accordance with Ed. Code § 46201 and C.C.R. Title 5 § 1630 to ensure students receive adequate exposure to each area of study.

3. Adoption and Review of Curriculum

The course of study shall be reviewed and adopted by the Governing Board and updated periodically. In developing and updating the curriculum, the District shall:

- Solicit input from educators, administrators, families, and community stakeholders
- Align courses with state frameworks and content standards
- Ensure instructional materials are adopted through a public process consistent with Ed. Code § 60000 et seq.

4. Equal Access and Nondiscrimination

No student shall be denied access to any course or program on the basis of race, ethnicity, gender, religion, disability, sexual orientation, or any other protected class.

5. Local Customization and Innovation

School sites may propose innovative instructional programs or electives, provided they align with the adopted course of study and are approved by the Governing Board.

6. Certification to the State Superintendent

The District shall certify to the State Superintendent that the adopted course of study for grades 1–8 prepares students to meet the high school graduation requirements set forth in Education Code § 51225.3.

7. Administrative Implementation Guidelines

To support the consistent implementation of this policy, the following administrative practices

*Adopted on:
12/11/2025*

Page 3 of 4



shall be observed:

- Curriculum Review Cycle: Subject area curriculum shall be reviewed and updated at regular intervals in alignment with state adoption cycles or as needed based on legislative or content standards updates.
- Stakeholder Engagement: During curriculum development or revision, site and district-level processes shall include meaningful consultation with teachers, administrators, parents/guardians, students (as age-appropriate), and community members.
- Elective and New Course Proposals: Any school seeking to pilot or introduce a new elective course must submit a course outline to the district's instructional services department for review. Final approval rests with the Governing Board.
- Instructional Minutes Monitoring: School administrators shall ensure compliance with state-required instructional minutes across content areas by maintaining accurate bell schedules and classroom time allocations.
- Professional Collaboration: Grade-level and department teams shall meet regularly to ensure horizontal and vertical alignment of the curriculum and to evaluate instructional practices.

8. Policy Review

This policy shall be reviewed at least once every five years in accordance with curriculum adoption cycles or sooner as required by legislative or regulatory changes.

Legal References:

- California Education Code §§ 51220–51228.1 (Course of Study)
- California Education Code §§ 60000–60045 (Instructional Materials)
- Title 5, California Code of Regulations §§ 1630–1632 (Instructional Time and Content)
- California Education Code § 46201 (Instructional Minutes)



Federal and State Compensatory Education Policy 3-400

Policy Statement

1. The District shall identify and serve students most in need of additional academic support using objective educational measures, including local and state assessments, grades, and teacher input.
2. All identification and service decisions shall comply with requirements of the Elementary and Secondary Education Act (ESEA), Education Code §§ 54020–54029, and the District’s Local Control and Accountability Plan (LCAP).
3. Schools operating a Title I Schoolwide Program may provide services to all students but must prioritize supplemental support for those not meeting state academic standards.
4. The Superintendent or designee shall:
 - Maintain documentation showing how students are identified and served
 - Ensure parents/guardians receive required notices about program participation, teacher qualifications, and services provided; and
 - Align compensatory-education efforts with the School Plan for Student Achievement (SPSA) and the LCAP
5. Program implementation shall be reviewed annually by the Board as part of the LCAP and budget adoption process to verify that supplemental funds are targeted effectively.

Purpose

The Governing Board supports the effective use of federal and state supplemental funds to improve academic achievement for students performing below grade level. The District will ensure that all such programs, including **Title I** and **State Compensatory Education (SCE)**, are designed, and implemented in a fair, transparent, and data-driven manner consistent with state and federal law.



Administrative Regulations

1. The Superintendent or designee shall develop and maintain procedures to:
 - Identify students most in need of academic support using objective academic data
 - Document and retain evidence of student selection and program participation consistent with audit requirements
 - Provide required parent/guardian notifications under Title I and Education Code § 64001; and
 - Align all compensatory-education activities with the District’s LCAP and SPSA

2. Program staff shall review data annually and recommend adjustments to ensure supplemental funds remain targeted to the highest-need students.

Legal References

- Elementary and Secondary Education Act (ESEA), Title I
- California Education Code §§ 54020–54029, 64001
- 34 C.F.R. Part 200 (Title I Regulations)



Independent Study Policy 3-401

Scope:

The Governing Board authorizes the use of Independent Study as an instructional strategy for students enrolled in the District, provided that all legal requirements are met, and the program is implemented in a manner that maintains the educational quality and accountability standards expected by the Board.

1. Attendance Accounting

Pursuant to Education Code Section 46300(e), attendance in the IS program shall be recorded from the first day of a student’s participation, regardless of the duration of enrollment. The district shall ensure that attendance is documented and reported in compliance with state requirements, using established procedures to maintain accurate records of student participation.

2. Pupil Work Product and Time Accounting Documentation

In accordance with Education Code Sections 51747 and 51747.5, the time value of pupil work product shall be determined based on the judgment of a certificated teacher. The district shall document the daily time value of work completed by the student, which may include participation in asynchronous instructional activities, such as online or computer-based work. Documentation must include both pupil work products and the time spent on asynchronous instruction, as required by law.

3. Short-Term Independent Study

Purpose

The Governing Board recognizes the critical importance of regular student attendance in fostering academic success. However, the Board also acknowledges that students may occasionally need to be absent from school due to illness, family obligations, or other circumstances. Understanding the challenges posed by these absences, including the loss of valuable instructional time and the need to make up missed work, the Board adopts this policy to provide Independent Study (IS) as an alternative instructional strategy. This policy is designed to offer flexibility to meet the diverse needs of students while maintaining high educational standards. The purpose of this policy is to ensure that the Independent Study program in [District Name] operates in full compliance with state laws, regulations, and district goals.



Consistent with Education Code Sections 51745-51749.6, short-term Independent Study is defined as an IS program scheduled for 15 school days or fewer. IS agreements for short-term programs may be signed at any time during the school year in which the IS program occurs. The district shall strive to provide parents/guardians with the IS written agreement at or before the beginning of the school year. A copy of the executed IS agreement shall be retained by the district.

4. Long-Term Independent Study

Long-term Independent Study is defined as an IS program scheduled for 16 school days or more. In accordance with Education Code Section 51747, long-term IS requires a written agreement between the student, parent/guardian, and the district, which must be signed before the commencement of the IS program. The agreement must specify:

- Objectives and methods of study for the student's work.
- The resources, including instructional materials, to be made available to the student.
- The manner, time, and place for submitting the student's assignments and for reporting progress.
- The method used to evaluate the student's work.
- The maximum length of time between the assignment and completion dates.
- The duration of the IS agreement, including beginning and ending dates.
- A statement of the number of missed assignments that will trigger an evaluation of whether the student should continue in IS.

For long-term IS, the district shall ensure that the IS program is consistent with the student's grade-level standards and provides the same level of quality instruction as the traditional classroom setting. Regular evaluations and progress monitoring shall be conducted to ensure the student remains on track to meet their educational goals.

5. Synchronous Instruction Requirements

Under Education Code Section 51747.5, synchronous instruction shall be defined as instruction provided in real-time by the supervising teacher to the student. The district shall document evidence of student participation in synchronous instruction, which may include documentation



of verbal or visual participation during instructional periods, even if conducted via telephone or non-video communication.

6. Asynchronous Instruction Requirements

Asynchronous instruction refers to educational activities that students complete independently at their own pace, without real-time interaction with a teacher. This may include online modules, recorded video lessons, assignments, and other instructional activities that can be accessed at any time. Asynchronous instruction may be utilized to provide students with greater flexibility in completing their coursework. The time value of asynchronous instructional activities will be determined by a certificated teacher and included in the documentation of the student's work product, as required by law.

7. Written Agreements and Ratios

As required by Education Code Section 51747, each IS student shall have a written agreement that includes:

- Objectives and methods of study for the student's work.
- The resources, including instructional materials, to be made available to the student.
- The manner, time, and place for submitting the student's assignments and for reporting progress.
- The method used to evaluate the student's work.
- The maximum length of time between the assignment and completion dates.
- The duration of the IS agreement, including beginning and ending dates.
- A statement of the number of missed assignments that will trigger an evaluation of whether the student should continue in IS.

In compliance with Education Code Section 51745.6, the pupil-to-teacher ratio in IS programs shall not exceed the average ratio for all other educational programs operated by the district.

8. Restrictions on Funding and/or Supplies

No student shall be prohibited from participating in the District's independent study program solely on the basis that he or she does not have the materials, equipment, or Internet access that are necessary to participate in the independent study course.



Students participating in the District’s independent study program may be provided with educational materials, equipment, etc., as needed to support them in their program. However, the District shall not provide a student or his/her parent or guardian with funds or any other thing of value that a school district could not legally provide to a similarly situated student in the District.

9. Review and Compliance

The Superintendent or designee shall annually review and update the IS board policies and written agreements to ensure compliance with the most current laws and regulations. The district shall monitor and implement any changes in state law, regulations, or audit guidelines that affect the IS program.

10. Effective Date

This policy reflects the changes enacted by the 2024 State Budget and takes effect immediately. All relevant IS policies, procedures, and agreements shall be updated accordingly for the 2024-25 school year.

Legal Reference:

- Education Code Sections 46300(e), 51745-51749.6, 51746, 51747, 51747.5, 51749.5
- SB 153 (2024)



Non-Public School and Non-Public Agency Services Policy 3-402a

Plain Language Summary

Sometimes, students with disabilities need special education services that the district cannot provide in its own schools. When that happens, the district may place a student in a certified nonpublic school (NPS) or use a nonpublic agency (NPA) to provide those services. This policy explains when and how these placements happen, how parents are involved, and how the district ensures services are appropriate, legal, and safe.

Policy Statement

1. The District shall use NPS/NPA placements only when no appropriate public program is available.
2. The placement decision must be based on a student's individualized needs, determined by the IEP team.
3. NPS/NPA services shall be documented in the IEP and reviewed at least annually.
4. All contracts with NPS/NPA providers shall be approved by the Governing Board and conform to California Department of Education (CDE) certification requirements.
5. The District shall ensure that any NPS/NPA it contracts with:
 - Is certified and maintains good standing with the CDE

Purpose

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities. When appropriate services are not available within the District or SELPA, the District may contract with a certified Nonpublic School (NPS) or Nonpublic Agency (NPA) to meet the individual needs of a student with an Individualized Education Program (IEP).

This policy is intended to ensure compliance with all applicable state and federal laws, including but not limited to:

- Individuals with Disabilities Education Act (IDEA)
- California Education Code §§ 56000–56885
- California Code of Regulations, Title 5, §§ 3001–3088



- Adheres to student record privacy and special education procedural safeguards
 - Provides qualified personnel with appropriate licenses and credentials
6. Parents shall be informed of their due process rights and the rationale for any recommendation for NPS/NPA placement.
 7. The District shall ensure no NPS, NPA, or Licensed Children's Institution (LCI) may require the transfer of educational authority as a condition of placement (Ed Code § 48854).
 8. The District shall ensure that decisions related to NPS/NPA placements are made without discrimination based on race, ethnicity, language, disability severity, economic status, or family background.



Administrative Regulations

1. Definitions

- **Nonpublic, Nonsectarian School (NPS):** A private, nonsectarian school certified by the CDE to enroll students with disabilities per an IEP when no public placement is available (Ed Code § 56034).
- **Nonpublic, Nonsectarian Agency (NPA):** A certified agency that provides designated instruction and services (DIS) per a student's IEP, such as OT, speech, counseling, etc. (Ed Code § 56035; 34 CFR § 300.34).
- **Individual Services Agreement (ISA):** A legally binding agreement between the District and an NPS/NPA detailing the specific services to be provided to a student based on their IEP, including cost, frequency, and duration.
- **Special Education Local Plan Area (SELPA):** A regional agency that supports local school districts in delivering special education services and compliance.

2. IEP Team Responsibilities

- The IEP team shall determine the need for NPS/NPA services only after considering all appropriate public options.
- The decision must be supported by assessment data and documented in the IEP, including:
 - The specific services required
 - The rationale for placement
 - Goals and methods for monitoring progress
- For students in LCIs or foster homes, the IEP team shall assess the appropriateness of the placement at each annual IEP review (Ed Code § 56157).

3. Contracting and Oversight

- All contracts must:
 - Be executed using the SELPA-approved master contract template



- Include terms for service delivery, billing, confidentiality, and complaint resolution
- Require compliance with IDEA and state law
- Be paired with an Individual Services Agreement (ISA) for each student, outlining all services and associated costs
- No change to services may occur except through the IEP process (Ed Code § 56366(a)(3)).
- Prior to approval, the District shall confirm that the NPS/NPA:
 - Has an active certification with CDE
 - Is certified for the grade level of the student
 - Is operating in CDE-certified facilities (Ed Code §§ 56366(d), 56366.1)

4. Out-of-State Placements

- The District shall only contract with an out-of-state NPS or NPA if no appropriate in-state public or private program is available.
- The District must:
 - Document efforts to locate in-state options
 - Ensure dual certification from both California and the host state
 - Submit a report to the State Superintendent within 15 days of placement, including:
 - a. Description of services
 - b. Cost of services
 - c. Documentation of efforts to find a placement in California
 - Determine a projected return date and maintain efforts to return the student to a California placement (Ed Code § 56365)

5. Site Visits and Monitoring

- The District shall conduct at least one annual visit to each NPS where students are placed.



- Monitoring reports shall address:
 - Student safety and engagement
 - How well the student’s IEP is being followed
 - Staff qualifications
 - Facility compliance with education codes and ADA accessibility

6. Complaints and Dispute Resolution

- Any complaints regarding NPS/NPA services may be addressed through:
 - The District’s Uniform Complaint Procedures (UCP)
 - The CDE's compliance complaint process
 - Special education due process procedures under IDEA

7. Waivers

- If no appropriate placement meeting Education Code requirements is available, the District may petition the State Superintendent for a waiver of Ed Code §§ 56365, 56366, 56366.3, and 56366.6, stating the reasons (Ed Code § 56366.2)

8. Conflict of Interest Protections

- It shall be a conflict of interest for any attorney or advocate representing a student to recommend an NPS or NPA in which they have a financial interest or contractual relationship (Ed Code § 56042).
- District personnel must report suspected conflicts to the Superintendent.

9. Small District Considerations

- The Superintendent or designee may act as the special education administrator if staffing is limited.
- The District may coordinate with its SELPA to:
 - Access a shared pool of approved NPS/NPA providers
 - Receive support for monitoring and site visits



- Review master contracts and legal compliance
- Any required oversight duties may be delegated or supported by SELPA staff under a Memorandum of Understanding (MOU).

10. Parent Notification and Rights

- Parents shall be informed in writing of:
 - The proposed NPS/NPA placement
 - Their right to consent or disagree with the placement
 - Their due process rights under IDEA
 - The timeline for implementation and review of services

11. Data Reporting

- The District shall maintain accurate data on:
 - Number of students placed at each NPS or served by NPAs
 - Annual cost per student
 - Contract status and service compliance
- Required data shall be submitted to the SELPA and CDE in accordance with regulatory deadlines.



Provision of Special Education And Related Services Policy 3-402b

Policy Statement:

The District shall:

- Provide special education and related services to students with exceptional needs in the least restrictive environment.
- Ensure that such services are delivered according to the individual needs identified in each student's individualized education program (IEP).
- Employ appropriately credentialed, licensed, or otherwise qualified personnel to deliver all components of special education services when feasible.
- Participate in and support the operations of the local Special Education Local Plan Area (SELPA) to ensure coordination and resource access.
- Offer a full continuum of program options as required by law to meet the diverse needs of its students.

Purpose

The Governing Board of the District is committed to ensuring that all students with exceptional needs are provided a free appropriate public education (FAPE) in accordance with state and federal law. This includes delivering special education instruction and related services as defined in Education Code §56362 and the Individuals with Disabilities Education Act (IDEA).



Administrative Regulations

1. Personnel Requirements

- **Instructional Staff**
 - Special education instruction shall be delivered by credentialed teachers (or pursuing their credential) that authorized to provide instruction to students with exceptional needs when feasible.
- **Related Services Providers**
 - Services such as speech therapy, occupational therapy, and counseling shall be provided by individuals holding the appropriate state credentials, licenses, or certifications (or pursuing their credential).
- **Assignment Limitations**
 - Staff providing special education services shall not be assigned to general education duties concurrently without their approval, unless appropriately authorized and included in the IEP.

2. Program Implementation

- **Service Delivery**
 - Services shall be based on the IEP and may be delivered in general education classrooms, resource rooms, special day classes, or other approved settings.

3. Least Restrictive Environment (LRE)

- The District shall ensure, to the maximum extent appropriate, that students with exceptional needs are educated with nondisabled peers and removed from general education settings only when necessary.

4. IEP Process

- **Development and Review**
 - IEPs shall be developed by multidisciplinary teams in accordance with Ed. Code §56342 and shall be reviewed at least annually.



- **Documentation**

- The District shall maintain detailed records of the services provided, student progress, and communications with parents/guardians.

- **Progress Monitoring**

- Special education staff shall regularly monitor student progress and adjust instruction and services as needed in consultation with the IEP team.

5. SELPA Coordination

- The Superintendent or Special Education Director shall provide the Governing Board with an annual report identifying the number of students receiving special education and related services, consistent with the SELPA reporting schedule and state and federal data requirements.
- The District shall implement policies and procedures consistent with the SELPA's local plan and shall collaborate with SELPA personnel to ensure program quality and compliance.

6. Secondary Level Emphasis

- At the secondary level, special education services shall place special emphasis on:
 - Academic achievement
 - Career and vocational development
 - Preparation for independent adult living

Legal References

- California Education Code §§ 56000–56865
- California Education Code §56362
- California Code of Regulations, Title 5, §§ 3000–3088
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq.
- 34 C.F.R. §§ 300.1–300.818



Transportation of Special Education Students Policy 3-402c

Scope:

The District recognizes its responsibility to provide safe, appropriate, and legally compliant transportation to students with disabilities when such services are required by the student's Individualized Education Program (IEP) or as otherwise required by law. Transportation is a related service under the Individuals with Disabilities Education Act (IDEA) and must be provided at no cost to families when deemed necessary by the IEP team. The District is committed to ensuring that all transportation services meet the individual needs of students, are delivered in a manner consistent with federal and state law, and reflect our values of equity, dignity, and respect.

Purpose

To ensure that students with disabilities who are entitled to transportation as a related service receive appropriate, safe, and timely transportation services that support their educational success and wellbeing, while providing clarity and support for parents and community members.



Administrative Regulations

1. Transportation Program Requirements

The Superintendent or designee shall develop and implement a transportation program for students with disabilities that:

- Coordinates special education transportation with regular education transportation services when appropriate.
- Ensures timely communication between IEP teams and transportation personnel whenever transportation is designated as a related service.
- Coordinates with the SELPA and other local educational agencies (LEAs) as needed.
- Ensures that any master contract or individual services agreement with a non-public school (NPS) or non-public agency (NPA) clearly defines the transportation responsibilities.
- Requires that for NPS placements, transportation services (if required) are clearly identified, and that the NPA/NPS may subcontract with a transportation provider but not require another LEA to provide transportation.
- Affirms that the District will not limit its obligation to monitor or maintain any medical device required for health and safety during transport.
- Establishes staff training protocols to address the unique needs of transported students.

2. Options for Meeting Transportation Needs

As specified in the IEP, the District may offer:

- Transportation by a school bus operated by the District or through a contract with another LEA
- Taxi or other livery service
- Mileage reimbursement to parents or guardians who transport their children to and from school
- Other options as determined appropriate by the IEP team and approved by the District.



3. Parent and Community Communication

The District shall:

- Provide clear information to families about transportation services in a language and format they understand
- Notify families promptly of changes to routes, pick-up/drop-off times, or providers
- Designate a transportation contact person for family inquiries
- Offer guidance to parents on how to request changes or report concerns.

4. Safety and Equipment Standards

- Transportation services must be compatible with any required medical equipment or mobile seating devices.
- Procedures must ensure compatibility with Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. § 571.222).
- Drivers and aides must receive training on:
 - Installation and securement of seating devices
 - Emergency evacuation protocols
 - Disability awareness and student-specific needs

5. Student Behavior and Disciplinary Protections

- Students with disabilities shall not be denied transportation services as a disciplinary consequence without an IEP team review.
- If a suspension from transportation is considered, the IEP team shall determine whether it constitutes a change in placement and follow IDEA guidelines for manifestation determinations.

6. Funding and Reimbursement

The District shall:



- Track transportation expenses to support claims for apportionment per Education Code §§ 56836.20 and 56836.23.
- Document and process parent reimbursement requests in alignment with IEPs and District policies.

Legal References

- Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.)
- Section 504 of the Rehabilitation Act (29 U.S.C. § 794)
- California Education Code: §§ 56195.8, 56441.14, 56363, 56366, 56836.20, 56836.23



Caseloads for Special Education Providers Policy 3-402d

Scope:

The District is committed to ensuring that students with disabilities receive the services they need in accordance with their Individualized Education Program (IEP). To that end, the District shall maintain special education staff caseloads that comply with state and federal law, support student success, and ensure the provision of a Free Appropriate Public Education (FAPE). Caseloads shall be assigned in a manner that allows staff to effectively manage service delivery, meet IEP timelines, and maintain educational quality.

This policy applies to all special education service providers including, but not limited to, Resource Specialists, Speech- Language Pathologists, and Early Childhood Special Education teachers.

Purpose

To ensure that special education staff are assigned caseloads that comply with all legal requirements, support the effective delivery of services, and allow students with disabilities to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. This policy aims to promote transparency, consistency, and fairness in caseload management across the District.



Administrative Regulations

1. Resource Specialist Program (RSP) Caseloads

- Caseloads shall also be consistent with applicable collective bargaining agreements and any provisions established by the District's approved SELPA local plan.
- The maximum caseload for a full-time Resource Specialist shall not exceed 28 students.
- The District may request approval from the SELPA for a temporary increase to 32 students per FTE RSP.
- RSP teachers may be supported by instructional aides but remain directly responsible for instruction and IEP implementation.

2. Speech-Language Pathologists (SLPs)

- SLP caseloads shall not exceed 55 students, consistent with 5 C.C.R. § 3100.
- For Speech-Language Pathologists serving only children ages 3 to 5, caseloads shall not exceed 40 students.
- Caseloads may be adjusted based on:
 - Severity of student needs
 - Number of school sites served
 - Service delivery models (e.g., individual, group, or consultative)

3. Early Childhood Special Education (Preschool)

- For teachers serving children ages 3 to 5:
 - 12 students maximum with no instructional aides
 - 16 students with one instructional aide
 - 20 students with two instructional aides

4. Caseload Monitoring and Adjustments

- Caseloads shall be reviewed at least annually by the Superintendent or designee.



- Staff or program leads may request caseload reviews or adjustments based on workload, student needs, or service gaps.
- SELPA collaboration is required for all caseload exceptions.

5. Data Collection and Compliance

- The District shall maintain accurate caseload data, including student assignments and service logs.
- Data shall be used to monitor workload equity and IEP compliance.
- Non-compliance with caseload caps must be reported and addressed through corrective action plans.

6. Caseload Waivers for Resource Specialists

- The District may request a waiver from the State Board of Education (SBE) to increase a Resource Specialist's caseload beyond 28, not to exceed 32 students, in accordance with 5 C.C.R. § 3100.
- A waiver will only be requested if:
 - The affected RSP and their bargaining unit agree
 - The waiver is based on extraordinary fiscal or programmatic needs; and
 - All IEP services will still be provided as written
- Waivers are valid for up to two school years
- If the RSP's caseload exceeds 28 under a waiver, the District will assign an instructional aide to that specialist for at least five hours per day.

Legal References:

- Education Code § 56362 (Resource Specialist caseload limits)
- Education Code § 56362.1 (Resource Specialist qualifications)
- Education Code § 56441.7 (Preschool special education ratios)
- Title 5, California Code of Regulations (5 C.C.R.) § 3100 (Speech-Language Pathologist caseloads)
- Individuals with Disabilities Education Act (IDEA)



Teachers Right to Request Special Education Assignments Policy 3-402e

Scope:

The District shall implement procedures for both the regular evaluation of special education programs and for allowing teachers to initiate a review of individual student placements when concerns arise. This ensures all students receive services in the most appropriate setting and allows staff to help maintain high-quality and legally compliant programs. The District shall also collaborate with the SELPA in conducting and responding to these reviews.

Purpose

To ensure that the district fulfills its obligation under Education Code 56195.8(b)(2) to maintain procedures for the ongoing review of special education programs and placements, and for correcting any identified problems. This policy supports both systemwide program evaluation and individual teacher input regarding classroom assignments.



Administrative Regulations

1. Program-Wide Evaluation and Monitoring

- All special education programs shall be reviewed at least annually to assess:
 - Legal compliance
 - IEP implementation fidelity
 - Service delivery effectiveness
 - Student outcomes
- Reviews shall include input from staff, administrators, families, and students where appropriate.

2. Monitoring Tools May Include:

- Classroom observations
- File and IEP audits
- Stakeholder surveys
- Self-assessment rubrics
- Analysis of service logs and outcomes data

3. Corrective Action Plans

When noncompliance or systemic deficiencies are found:

- A **Corrective Action Plan (CAP)** shall be developed, including:
 - Description of the problem
 - Steps to remedy the issue
 - Responsible parties
 - Timelines for completion
- Follow-up monitoring will ensure implementation.



- Findings and resolutions shall be documented and reported to the SELPA and the Board as appropriate.

4. Teacher-Initiated Placement Review Process

Regular and special education teachers may request a District-level review of the classroom assignment of a student receiving special education services.

- **Procedures:**
 - The teacher submits a written request for review to their supervisor and/or the Special Education Director. The request must include:
 - a. Student's name
 - b. Specific concerns regarding placement
 - The designated administrator will initiate a review within 30 school days of receipt.
 - The review may involve consultations with related service providers (e.g., school psychologist, SLP, OT).
 - The District shall issue a written finding that includes:
 - a. Whether current placement is appropriate, or
 - b. Whether an IEP team meeting should be convened to address concerns
 - c. Basis for the findings
 - d. Recommended non-IEP changes (e.g., classroom setup or supports)
 - If referral to the IEP team is warranted, the District shall begin the process immediately.

Note: This policy does not change statutory timelines for requesting an IEP meeting or the requirements for teacher participation in IEPs under federal or state law.

5. Documentation and Reporting

- A summary of reviews and corrective actions shall be included in an annual report to the Board and shared with the SELPA.



- Records related to teacher-initiated placement reviews will be maintained in the student's file, with a copy provided to the requesting teacher upon conclusion.
- Documentation of findings, corrective actions, and follow-ups shall be maintained for a minimum of five years.

6. Continuous Improvement

- Data collected through program monitoring shall inform professional development planning, staffing decisions, and budget development.
- The District shall engage in regular collaboration with the SELPA to identify shared needs, improve procedures, and develop regional resources.

Legal References

- Education Code § 56195.8(b)(2)
- Individuals with Disabilities Education Act (IDEA)
- Title 5, California Code of Regulations



Procedural Safeguards Policy 3-402f

“Procedural Safeguards”

The federal IDEA, California special education law, and their accompanying regulations, include “Procedural Safeguards” which protect the rights of the parents/guardians of students with disabilities, define various responsibilities of school districts, and provide a comprehensive system for resolving special education related disputes between parents and school districts.

Definition of “Parent” and/or Who is Entitled to the Procedural Safeguards

For purposes of this policy, “parent” refers to parents, legal guardians, and surrogate parents of students with disabilities from three (3) years of age through age twenty-one (21) and to students who have reached age eighteen (18), the age of majority in California

Procedural Safeguards are available to all parents as defined herein.

“Notice of Procedural Safeguards”

The “Notice of Procedural Safeguards” refers to a specific document which the District is required to provide to parents of students with disabilities. The document describes in detail each of the procedural safeguards, and how a parent may exercise their rights and responsibilities under the law. The California Department of Education (“CDE”) maintains information on Procedural Safeguards and provides guidance on the development of the Notice of Procedural Safeguards used by school districts. (See

<https://www.cde.ca.gov/sp/se/qa/documents/pseng.docx>; or for various languages (<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=759-768>)

The District shall develop, and update as needed, a Notice of Procedural Safeguards which shall be used throughout the District.

Purpose

The intent of this policy is to ensure that District complies with Procedural Safeguards, and that parents of students with disabilities are properly notified regarding their rights and responsibilities under federal and state special education laws.



A copy of the Notice of Procedural Safeguards shall be placed on the District's website (20 USC § 1415 subd. (d); 34 CFR § 300.504; Ed. Code §§ 56301 subd. (d)(2), 56321.)

When a “Notice of Procedural Safeguards” Must be Provided to Parents

At each IEP meeting convened by the District, the District shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights.

In addition, the Notice of Procedural Safeguards shall be provided to parents at all of the following times:

1. When a parent requests a copy
2. When a student is referred for an initial special education assessment
3. Whenever the District provides a parent with an assessment plan
4. Upon receipt of a parent's first state level or due process complaint in a school year; and
5. When the District makes a decision to remove a student and that removal would legally constitute a change of placement

(20 USC § 1415 subd. (d); 34 CFR § 300.504; Ed. Code §§ 56301 subd. (d)(2), 56321.)

District Staff Shall Follow Procedural Safeguards

The District shall ensure that District staff members adhere to the Procedural Safeguards for students with disabilities as set forth in state and federal law and regulations, and in the policies of the District and the SELPA special education local plan area.

District staff requiring additional guidance and information on Procedural Safeguards shall, as needed, refer to one or more of the following:

1. The specific statute(s) or regulations(s) governing the procedural safeguards referenced herein
2. The District's Notice of Procedural Safeguards or any related information developed and updated by the CDE
3. The District's Special Education Director, and/or the case manager or program specialist for the student

List of Procedural Safeguards

Adopted on:
12/11/2025

Page 2 of 10



This section lists each of the Procedural Safeguards including a summary of the parents and rights and responsibilities in each area, and the corresponding legal references.

1. Prior Written Notice

Prior Written Notice is a notice which must be sent to the parent of a student with a disability whenever the District:

- Proposes to initiate a change in the identification, assessment, or educational placement of the student or the provision of a free appropriate public education (“FAPE”) to that student; or
- Refuses to initiate a change in the identification, assessment, or educational placement of the student or the provision of FAPE to that student.

In order to meet the legal requirements, the Prior Written Notice must be given within a reasonable amount of time before the District’s proposal or refusal, and must contain the following information:

- A description of the actions proposed or refused by the District
- An explanation of why the action was proposed or refused
- A description of each assessment procedure, record, or report the District used as a basis for the action proposed or refused
- A statement that parents of a child with a disability have protection under the procedural safeguards
- Sources for parents to contact to obtain assistance in understanding the provisions of this part
- A description of other options that the District’s and/or the District’s IEP team considered and the reasons those options were rejected; and
- A description of any other factors relevant to the action proposed or refused.

(20 USC §§ 1415 subd. (b)(3) & (4), 1415 subd. (c)(1), 1414 subd. (b)(1); 34 CFR § 300.503.)

2. Parental Consent

Adopted on:
12/11/2025

Page 3 of 10



The District is required to obtain the consent of the parent prior to taking certain actions with regard to a student with disabilities. Parental Consent requirements are as follows:

- **Initial Referral for Special Education**

- A parent has the right to refer their child to the District for special education. The District cannot perform an initial assessment for special education until it receives written parental consent for the assessment.

- **Initial IEP - Initiation of Services**

- If the District finds a student eligible for special education, it may not initiate services until the parent provides informed written consent to the special education and related services set forth in their child's initial IEP.

(20 USC §§ 1414 subds. (a)(1)(D) & (c); 34 CFR § 300.300; Ed. Code §§ 56506 subd. (e), 56321 subds. (c) & (d), 56346.)

- **Procedures When a Parent Withholds or Fails to Provide Consent**

- **Initial Assessment:** If a parent does not provide consent for an initial assessment or fails to respond to a request to provide the consent, the District may elect to pursue the initial assessment by utilizing due process procedures.
- **Initiation of Services:** If a parent refuses to consent to the initiation of services (initial IEP), the District shall not provide special education and related services and shall not seek to provide services through due process procedures.
- **Partial Consent:** If a parent consents in writing to the special education and related services for a student but does not consent to all of the components of the IEP, the District shall, without delay, implement the components for which the parent provided consent. Also, if the District determines that the program components which the parent consented to will not be sufficient to provide the student with FAPE, the District must initiate a due process hearing
- **Reevaluations:** If a parent refuses to consent to a request to reevaluate a student, the District must document its reasonable measures to obtain consent. If a parent fails to respond to the District's efforts, the District may proceed with the reevaluation without the parent's consent.



(20 USC §§ 1414 subds. (a)(1)(D) & (c); 34 CFR § 300.300; Ed. Code §§ 56321 subds. (c) & (d), 56346, 56506 subd. (e).)

- **Procedures When a Parent Revokes Consent**

- If a parent of a student who has already provided consent for special education states in writing that they wish to revoke consent for the continued provision of special education the District:
 - a. May not continue to provide special education and related services to the student, but must provide prior written notice as described above, prior to ceasing all services
 - b. May not request a due process hearing or mediation in order to obtain an agreement or a ruling that the services may be provided to the student
 - c. Will not be considered to be in violation of the requirement to make a free appropriate public education (“FAPE”) available to the student because of the failure to provide the student with further special education and related services; and
 - d. Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services

Note: These procedures only apply when a parent is opting out of special education in its entirety. They do not apply when a parent is either: (a) refusing to sign an IEP because they do not agree with the District’s offer of FAPE; or (b) revoking consent for some, but not all of, the student’s current program.

Note: When a parent revokes consent, the District is not required to amend the student’s records by removing any references to special education.

(34 CFR §§ 300.9 subd. (c)(3); 300.300 subd. (b)(4); Ed. Code. § 56346 subd.(d).)

3. Independent Educational Evaluation

If a parent disagrees with the results of an assessment by the District, they may request that the District pay for an Independent Educational Evaluation (“IEE”) as provided for under IDEA and state law. The District must respond to the request by either:

- Agreeing to the IEE and providing information on how to obtain the IEE; or



- If the District believes its assessment was appropriate and disagrees that an IEE is needed, the District may request a due process hearing to show its assessments was appropriate.

(20 USC §1415 subd. (d)(2)(A); 34 CFR § 300.502; Ed. Code § 56329 subds. (b) & (c).)

4. Access to Educational Records

The District shall ensure that parents are granted the right to inspect and review all of their child’s educational records without unnecessary delay, and that requested copies are provided within five (5) business days of the request. Parent access to records shall comply with applicable law and the District policy.

(Ed. Code §§ 49060, 56043 subd. (n), 56501 subd. (b)(3), and 56504; Policy # for Educational Records.)

5. Due Process Hearings

Parents have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement their child or the provision of FAPE to that child.

- **Two –Year Period for Filing Complaints**

- The request for a due process hearing must be filed within (2) two years from the date the parent knew or should have known about the alleged action that forms the basis of the due process complaint.

(20 USC § 1415 subd. (b)(6); 34 CFR § 300.507; Ed. Code §§ 56501, 56505 subd. (l).)

- **Process for Filing Complaints**

- All due process complaints must be in writing, and a copy must be provided to the other party at the time the complaint is filed. A due process complaint is only sufficient if it contains specific and detailed information regarding the nature of the problem as required by law.

(20 USC §§ 1415 subd. (b)(7), 1415 subd. (c)(2); 34 CFR § 300.508; Ed. Code § 56502 subd. (c)(1).)

- **Resolution Session**



- When a parent files a due process complaint against the District, the District is granted the opportunity to resolve the dispute by convening a “Resolution Session” within 15 days of the date it received notice of the complaint. A Resolution Session is a meeting between the parents and designated District members of the IEP team who are familiar with the information in the complaint. The District and parent may agree in writing to waive the Resolution Session. The District has 30 days to resolve the dispute by entering a legally binding agreement or the matter will proceed.

(20 USC § 1415 subd. (f)(1)(B); 34 CFR § 300.510.)

- **Due Process Rights**

- Due process rights are the rights provided to the parents of students with disabilities whenever a due process complaint is filed by the parent or the District. The due process rights that follow are granted to the parents though many are also granted to the District or any other party to a due process case:
- Parents have the right to:
 - a. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings; (20 USC §§ 1415 subd. (f)(1)(A) & (f)(3)(A)-(D); 34 CFR § 300.511; Ed. Code § 56501 subd. (b)(4).)
 - b. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities; (Ed. Code § 56505 subd. (e)(1).)
 - c. Present evidence, written arguments, and oral arguments; (Ed. Code § 56505 subd. (e)(2))
 - d. Confront, cross-examine, and require witnesses to be present; (Ed. Code § 56505 subd. (e)(3).)
 - e. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions; (Ed. Code § 56505 subd. (e)(4).)
 - f. Have the child present at the hearing; (Ed. Code § 56501 subd. (c)(1).)
 - g. Have the hearing be open or closed to the public; (Ed. Code § 56501 subd. (c)(2).)



- h. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing; (Ed. Code §§ 56505 subd. (e)(7) and 56043 subd. (v).)
- i. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing; (Ed. Code § 56505 subd. (e)(6).)
- j. Have an interpreter provided; (5 CCR § 3082 subd. (d).)
- k. Request an extension of the hearing timeline; (Ed. Code § 56505 subd. (f)(3).)
- l. Have a mediation conference at any point during the due process hearing; (Ed. Code § 56501 subd. (b)(2).), and
- m. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney; (Ed. Code § 56507 subd. (a)).

(20 USC §1415 subd. (e); 34 CFR §§ 300.506, 300.508, 300.512, 300.515.)

- **Placement During Due Process Proceedings - “Stay-Put”**

- When a due process complaint or civil complaint (court) has been filed regarding the provision of FAPE to a student, the student shall remain in his/her current educational placement unless the parent and the District agree to an alternative placement. This requirement is commonly referred to as “stay-put.”

(20 § USC 1415 subd. (j); 34 CFR §300.518; Ed. Code § 56505 subd. (d).)

- **Appeals**

- A due process hearing decision is final and binding on both the parent and the District. Either the parent or the District may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final hearing decision.

(20 USC §§ 1415, subds. (i)(2) & (i)(3)(A), (l); 34 CFR § 300.516; Ed. Code §§ 56505, subds. (h) & (k), 56043 subd. (w).)

- **Attorneys’ Fees**



- A parent who is a prevailing party in a due process hearing may be awarded some or all of their attorneys' fees and costs. Fee awards may be reduced based on various factors.

(20 USC § 1415 subd. (i)(3)(B) - (G); 34 CFR § 300.517.)

6. Mediation and Alternative Dispute Resolution

- A request for mediation may be made either before or after either the parent or District has requested a due process hearing. In addition, either party may request that any disputes or concerns be resolved through alternative dispute resolution (“ADR”) provided by the SELPA or County.
- “Prehearing mediation” refers to mediation that is requested prior to the filing of a due process complaint. Requests for prehearing mediation are filed with the State Superintendent, Office of Administrative Hearings (“OAH”), and are subject to specific legal requirements. After a due process hearing is filed, the parties are also given the opportunity to participate in mediation.

(Ed. Code §§ 56500.3, 56503.)

7. School Discipline and Alternative Interim Educational Settings

- The District shall ensure that it complies with all legally mandated procedures regarding the discipline of students with disabilities including, but not limited to, procedures for:
 - Conducting manifestation determinations
 - Removing students from their current placement; and
 - Placing students in an “interim alternative educational setting.”

(20 USC § 1415 subd. (k); 34 CFR §§ 300.530, 300.531 subd. (c); Ed. Code § 48915.5 subd. (b).)

8. Children Attending Private Schools

- The District shall ensure that it complies with all legally mandated procedures regarding children placed in private schools by their parents. The term “parentally placed private school students” refers to students placed in private schools by their parents without the consent of or referral by the District. While the District is responsible for making FAPE



available to these students, it does not have to provide special education while they are parentally placed in a private school.

- A parent may reject the District’s offer of FAPE and then seek reimbursement for a private school placement. However, the parent’s request for reimbursement may be denied where the parent has not given proper notice to the District regarding their rejection of the District’s placement offer. A parent’s failure to provide notice may not result in a denial of their claim where the District failed to provide the parent with Notice of Procedural Safeguards, where notice would result in harm to the student, and other statutory grounds.

(20 USC § 1412 subd. (a)(10)(C); 34 CFR § 300.148; Ed. Code §§ 56176, 56177.)

9. Surrogate Parent Appointments

- The District shall ensure that an individual is assigned to act as a “surrogate parent” for the parents of a student with a disability when a parent cannot be identified and the District cannot discover the whereabouts of a parent, or as otherwise required by law.
- (20 USC § 1415 subd. (b)(2); 34 CFR § 300.519; Ed. Code § 56050; Gov. Code §§ 7579.5, 7579.6.)

10. State Complaint Procedures

- Parents may file a state compliance complaint against the District when they believe that the District has violated federal or state special education laws or regulation. There are legal specific requirements covering the content and filing of these complaints.
- Complaints alleging violations of federal, and state special education laws or regulations may be mailed to:
 - California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401 Sacramento, CA 95814

(34 CFR §§ 300.151–153; 5 CCR §§ 4600, 4640, 4660 et seq.)



Homeless Youth Policy 3-403

1. Removing Barriers to Identification and Enrollment

- The District will identify various professionals that have experience in homeless youth issues in order to:
 - Develop policies and practices to identify and support homeless children and youth.
 - Identify policies and practices that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths and provide methods to address these barriers.
 - Present such policies and practices to the District to be considered for implementation or dissemination as appropriate.
 - Provide training to school personnel, including, but not limited to, principals, attendance officers, teachers, enrollment personnel, and student services, to heighten the awareness of the specific needs of homeless youth.
- The District will ensure that child abuse and neglect reporting requirements do not create barriers to enrollment and attendance of homeless children or youths, including, but not limited to, ensuring that a homeless student is not reported to law enforcement by school personnel if the sole reason for the report is the student's homelessness.
- The District will ensure that homeless children and youth are not stigmatized or segregated based on their status as homeless.
- The District will establish relationships with community-based, state, and local organizations that serve homeless youth and collaborate with these entities to help identify and provide services to homeless youth, including access to mental health services, participation in state or local food programs, access to housing services, and access to other social services. These agencies may include, but are not limited to,

Purpose

The purpose of this policy is to ensure that each homeless child or youth has equal access to the same free, appropriate, public education as provided to other children and youths.



domestic violence agencies, shelter operators, transitional housing facilities, runaway and homeless youth centers, and transitional living programs for homeless youth.

- The District will provide activities and services to homeless children and youths that enable such children and youth to enroll, attend, and succeed in school.
- The District will ensure that the parents or guardians of homeless children or youth are provided with information regarding the educational services available to these children in a manner and form understandable to such parent or guardian, including, to the extent feasible, in the native language of the parent or guardian.

2. Increasing Enrollment and Retention

- The District will designate a District staff person to serve as the Educational Liaison for homeless youth within the District.
- The Educational Liaison will engage in activities to increase the enrollment and retention of homeless youth, including, but not limited to:
 - Implementing strategies to identify and provide services to homeless children and youth.
 - Ensuring and facilitating the proper educational placement and enrollment of homeless children and youth.
 - Assisting homeless children and youth when transferring from one school to another, or from the District to another school district, to ensure the proper transfer of credits, records, and grades.
 - Ensuring that homeless children and youth are provided with the necessary services to allow such children to attend their “school of origin,” as defined below.
- The District has the discretion to provide services to homeless children or youth, which include, but are not limited to:
 - Tutoring, supplemental instruction, or enriched educational services.
 - Education and training to the parents of homeless children and youth regarding the rights of, and resources available to, such children and youths.



- The provision of student services, including, but not limited to, counseling, or referrals for such services.
- Activities to address the particular needs of homeless children and youths.
- The provision of school supplies.
- The provision of services and assistance to attract, engage, and retain homeless children and youth in public school programs and services provided to non-homeless children and youth.
- Any other service the District deems appropriate and beneficial to homeless children and youth.

3. School Enrollment Policies

- The District will immediately enroll a homeless child or youth in his or her school of origin “except under limited circumstances”, which include;
 - Student is under expulsion or mitigated expulsion
 - Student is pending an expulsion hearing
 - False claim of school of origin
 - False claim of address
- The District will ensure that a homeless child or youth who enrolls in a school within the District is immediately deemed to satisfy all residency requirements for participation in activities, services, and other programs.
- The District will allow homeless children or youth to enroll in his or her “school of origin,” which can be:
 - The school the homeless child was enrolled in prior to becoming homeless.
 - The school the homeless child most recently attended.
 - Any school the homeless youth attended in the last fifteen (15) months to which the student feels connected.
- The District will allow a homeless child or youth to remain enrolled in his or her school



of origin in any case where:

- A family becomes homeless between academic years or during the academic year.
- For the remainder of the academic year, if the child or youth becomes permanently housed during the academic year, including when the child or youth has been temporarily placed elsewhere separate from his or her homeless parents or guardian.
- The District will immediately enroll the homeless child or youth in a school within the District even if the homeless child or youth has outstanding fines, fees, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, including, but not limited to, academic records, medical records, birth certificates, school uniforms or dress code requirements, or records regarding residency requirements.
- The District will ensure that homeless children or youth have the benefit of matriculating with their peers in accordance with established feeder patterns of the District.
- The Educational Liaison for the District will contact the school last attended by the homeless child or youth, within 3 days of the child or youth attempting to enroll in a school within the District, to obtain all academic and other records.
- When a homeless youth or child is leaving a school within the District, the District will provide all required records to the new school, regardless of outstanding fees, fines, textbooks, or other items or moneys owed to the last school attended. The District will provide all records to the new school within two (2) business days of receiving the request.
- The District will allow a homeless youth to participate in extracurricular activities at their new school even if they miss a tryout or sign-up deadline if numbers allow or team is not fully formed.

4. Discipline Policy

- Homeless children and youth are equally subject to the District's discipline policies and procedures with the following addition: written notice of an expulsion hearing shall also be provided to the District's Educational Liaison for homeless children and youth at least ten (10) calendar days before the hearing.

(Ed. Code § 48918.1(b).)

5. District Liaison

Adopted on:
12/11/2025

Page 4 of 6



- The District will designate a liaison for homeless children and youth who will be responsible for ensuring:
- Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies.
- Homeless children and youths are enrolled in and have a full and equal opportunity to succeed in, schools of the District.
- Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible.
- Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.
- Enrollment disputes are mediated in accordance with applicable law.
- The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation to the school that is selected.
- School personnel providing services under this part receive professional development and other support; and
- Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, are informed of their status as independent students under applicable law, and that the youths may obtain assistance from the District liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.



6. Definition

- The term homeless children and youth means:
 - Children and youth who lack a fixed, regular, and adequate nighttime residence
 - Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
 - Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
 - Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
 - Migratory children who qualify as homeless because the children are living in circumstances described in (1) - (4)



Acceptable Use of Technology Policy (AUTP) Policy 3-500

Scope:

This policy applies to all students, employees, contractors, volunteers, and visitors who use or access District-owned or authorized technology systems (including personal devices connected to the District network), including hardware, software, networks, cloud services, and internet resources, whether on or off District property.

Guiding Principles

- Technology is provided to enhance instruction, innovation, and operational efficiency.
- Access is a privilege, not a right, and may be suspended or revoked for misuse.
- Users must act with integrity, respect privacy, protect security, and comply with law and District policy.

Acceptable Uses

- Educational, instructional, research, communication, and administrative activities that directly support District programs and goals.
- Development of digital skills, collaboration, creativity, and responsible online behavior.

Prohibited Uses

Users shall not:

- Access, create, or distribute material that is obscene, discriminatory, harassing, or illegal.
- Use District systems for personal profit, political campaigning, or non-District business.
- Circumvent network security or install unapproved software or hardware.
- Share passwords, impersonate another user, or attempt to access restricted data.

Purpose

The Governing Board is committed to ensuring that technology is used safely, ethically, and effectively to support learning and District operations. This policy establishes clear expectations for responsible use of District networks, devices, digital content, and emerging technologies while protecting students, staff, and District data in accordance with state and federal law.



- Upload, post, or transmit personally identifiable student or staff information to unapproved platforms.
- Violate copyright, intellectual property, or licensing agreements. Users shall respect the legal ownership of software, digital content, and media, including restrictions on reproduction, distribution, and installation of copyrighted material.

Data Privacy and Security

- All users must protect confidential information and comply with the Family Educational Rights and Privacy Act (FERPA), the Student Online Personal Information Protection Act (SOPIPA), and the California Consumer Privacy Act (CCPA).
- The District shall implement reasonable technical and administrative safeguards to secure its networks and data.
- Electronic communications, files, and records created or stored on District systems are District property and may be monitored.

Digital Citizenship and Education

- The District shall provide age-appropriate instruction on safe, responsible, and respectful technology use in compliance with Education Code § 51871.5.
- Staff shall model positive digital behavior and guide students in understanding online ethics and safety.

Integration with Related Policies

This policy governs all technology use and is complemented by:

- Policy 3-501 – Social Media
- Policy 3-502 – Cell Phone Use
- Policy 3-504 – Artificial Intelligence Acceptable Use

In case of conflict, this policy serves as the controlling standard.

EMERGING TECHNOLOGIES

1. Definition

“Emerging Technologies” include new or evolving digital tools—such as Artificial Intelligence (AI), virtual or augmented reality (VR/AR), Internet-of-Things (IoT)



devices, robotics, data analytics, and future technologies not yet defined—that have potential educational or administrative applications.

2. **Oversight and Approval**

- All emerging-technology tools must be reviewed and approved by the Superintendent or designee before use.
- Approval shall include evaluation of educational value, accessibility, data-privacy compliance, and potential bias.
- The District shall maintain a transparent process for technology selection consistent with **AB 1053 (2025)**, ensuring meaningful staff and community involvement.

3. **Ethical Use and Human Oversight**

- Emerging technologies must support, not replace, professional judgment or instructional decision-making.
- Any system using personal data must include clear notice, opt-out rights, and human review for decisions affecting students or staff.
- The District shall monitor state and federal guidance on Artificial Intelligence and related tools and revise this policy as laws evolve.



Administrative Regulations

1. User Agreements

- All students and employees shall sign or electronically acknowledge this Acceptable Use Policy each year.
- For students under 18, a parent or guardian must also sign. Internet access may be restricted until acknowledgment is received.

2. Network Access and Security

- The Technology Department shall maintain security measures and content filtering required under the **Children's Internet Protection Act (CIPA)**.
- Users shall immediately report suspected breaches, data loss, or misuse to a site administrator or the Technology Department.

3. Device Management

- District-issued devices are to be used for educational and work purposes only.
- Users are responsible for reasonable care and must return devices upon request. Intentional damage or neglect may result in financial liability or disciplinary action.

4. Monitoring and Enforcement

- The District reserves the right to monitor network activity to ensure compliance, safety, and system integrity.
- Violations may result in suspension of privileges, disciplinary action, or legal consequences consistent with District policy and law.

5. Review and Updates

- The Superintendent or designee shall review this policy at least every three years, or sooner if technology or law changes substantially.



Legal References

Board Policies

Policy 3-501 – Social Media

Policy 3-502 – Cell Phone Use

Policy 3-504 – Artificial Intelligence Acceptable Use

Federal Law

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act – FERPA)

15 U.S.C. §§ 6501–6506 (Children’s Online Privacy Protection Act – COPPA)

47 U.S.C. § 254 (Children’s Internet Protection Act – CIPA)

Title VI, Civil Rights Act of 1964

Title IX, Education Amendments of 1972

Section 504, Rehabilitation Act of 1973

Americans with Disabilities Act (ADA)

34 C.F.R. Part 99 (Student Records)

California Law

Education Code §§ 49073.1, 48901.7, 51871.5, 35182.5, 51513

Civil Code §§ 1798.100–1798.199 (CCPA)

Business & Professions Code § 22584-22585 (SOPIPA)

Assembly Bill 1053 (2025) – Educational Technology Evaluation and Selection

Assembly Bill 3216 (2024) – Phone-Free School Act

Education Code § 49073.6

Penal Code § 502



Acknowledgment of Acceptable Use Agreement

I have read and understand the District’s **Acceptable Use of Technology Policy 3-500**. I understand that access to District technology resources is a privilege that may be revoked if I fail to comply with District rules. Misuse of technology resources may result in disciplinary or legal action.

Student Name (Print) _____

Student Signature _____ **Date** _____

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ **Date** _____

(For employees and other users, signature indicates acknowledgment of professional obligations under this policy.)



Social Media Policy 3-501

Social Media Defined

For the purposes of this policy, social media is generally defined as an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations.

“**District-related social media use**” refers to the use of social media for a District or school-related activity.

“**Personal social media use**” refers to use of social media that is not related to an employee’s work in the District, for example, when an employee establishes a Twitter account for personal use.

(Ed. Code § 49073.6.)

Authorized District-Related Social Media Use

All District-related social media use is regulated by the Board through this policy and through any supplemental guidelines developed by the Superintendent. Employees must receive authorization from the [Superintendent] before using any social media for District-related activities as follows:

1. Employees shall make a written request for District-related social media use. The request will specify each social media platform(s) and the job-related objectives for using each platform(s).
2. The Superintendent or designee shall have 5 days to review the request. During this time, the Director of Technology may also review the request.
3. After the reviewing the request, the Superintendent or designee shall provide one of the following responses in writing:

Adopted on:
12/11/2025

Purpose

The District seeks to ensure that its use of social media technology enhances the professional and academic culture of the District. Social media technology, used appropriately, can provide significant educational and professional benefits to students and District staff. It can be used to enhance education, communication, and learning. The District may, in its discretion, determine it is appropriate to utilize social media technology for the promotion of District activities and dissemination of information to students, parents, and the public.



- Authorize the request as proposed.
 - Reject the request in its entirety.
 - Request additional information from the employee making the request; or
 - Authorize an amended or modified version of the original proposal or provide more limited authorization than what was requested by the employee.
4. The Superintendent's or designee's written response shall provide a brief explanation for any denial of or modification to a proposal.
 5. If a request is approved by the Superintendent or designee, a signed authorization will be forwarded to the Technology Dept, which may, as needed, assist in setting up accounts and in reviewing any accounts to ensure that appropriate privacy and security features are in place.
 6. The employee's use of District-related social media is limited to those areas specifically authorized by the Superintendent or designee, by the terms of this policy, by privacy laws, and other laws and policies governing employment with the District.

District-Related Social Media Use

The following guidelines apply to employees who have been authorized for District-related social media use.

Separate District-Related and Personal E-Mail Accounts

Employees shall maintain separate District-related and personal email accounts. Personal e-mail addresses should not be used on District-related sites. District email addresses should not be used on personal social media.

Student Communication

Any District employee who communicates with students on District-related social media should ensure each of the following:

1. Communication should be an extension of the classroom and designed to address reasonable instructional, educational, or extra-curricular program matters.
2. District-related social media sites that are non-school based should have a reasonable relationship to the goals, purposes, and functions of the District, department, or employee that created the site.



3. At the discretion of the Superintendent or designee, District administrators and/or supervisors may be provided with administrative rights to any District-related social media accounts.
4. All District-related social media sites should clearly indicate that they are related to the District. Sites should identify the District, school, department, or personnel, as applicable. In addition, sites may utilize a school or District logo or seal.
5. Communication should be respectful, professional, and comparable to communication in the classroom or work environment.
6. All employees shall use privacy settings to protect student and employee records in a manner that complies with state and federal laws.
7. Employees shall never post personally identifiable student information, including student photographs, without a written authorization from the students' parents; and
8. District students using District-related social media sites shall not be permitted to post photographs or the personally identifiable information of other students.

Employee Personal Social Media Use

Whether an employee chooses to participate in personal social media technology is not a matter of concern for the District.

However, employees are reminded that they are a District employee and are expected to observe the following guidelines:

1. Communication with Students

- In order to maintain professional relationships, District employees should not communicate with District students using personal social media (e.g., “following,” “friending,” posting, commenting, etc.).

2. Communication with Parents/Guardians or Members of the Public

- Employees should not use personal social media to communicate with parents/guardians of District students or members of the public on subjects related to their employment with the District. Any information related to a specific student should never be communicated on any social media but only through the District's email system, by phone, or any other method that protects the student's and/or family's privacy.



3. Respect Other Users and the Safety of Students

- It is never acceptable for an employee to post rude or offensive comments about students, coworkers, or the District in general. Employees should respect the privacy and feelings of those they are communicating with on social media and should strive, at all times, to be courteous and respectful.

4. Discussion of Wages, Hours, or Working Conditions with Other Employees

- Nothing in this policy is intended to or will be applied to improperly restrict employees from using personal social media to engage in concerted activity, including discussing their wages, hours, or working conditions with other District employees.

5. Employee Rules of Conduct May Apply to Social Media Use

- The District's social media policy does not replace or supplant the policies, laws, and agreements which govern the conduct of employees of the District. Policies, regulations, and laws that cover District employees' conduct may also be applicable in the social media environment.

(Ed. Code §§ 49076 et seq.; 20 U.S.C. § 1232g; 34 C.F.R. Part 99.)



Cell Phone Policy 3-502

Scope:

The Governing Board recognizes the importance of creating a positive learning environment that is free from distractions, including those that may arise from the use of smartphones. The Governing Board also recognizes that while smartphones can serve educational and safety purposes, unrestricted use may disrupt the learning environment. This policy is intended to ensure academic focus, student safety, and site-level flexibility in accordance with Education Code § 48901.7.

Purpose

The purpose of this Policy is to establish guidelines for the use of smartphones by pupils within the school district, ensuring the safety and academic focus of students while allowing flexibility for site administrators to adapt to their individual school needs.

Policy Statement:

1. Definition

A “smartphone” means a mobile phone that performs many of the functions of a computer, typically having internet access, a touchscreen interface, and an operating system capable of running downloaded applications. 2.

2. General Rule

Students shall not use smartphones during instructional time unless expressly permitted for educational or health-related purposes. 3.

3. Permitted Exceptions

School site administrators and teachers may permit smartphone use under the following conditions:

- If required in a student’s Individualized Education Program (IEP) or Section 504 Plan
- In case of an emergency or as part of an approved safety plan
- When use is part of a planned, teacher-approved educational activity



4. Administrative Discretion

Site administrators and classroom teachers may impose additional limitations or permissions based on school needs, grade levels, or classroom management considerations.

5. Enforcement and Discipline

Students who violate this policy may be subject to consequences, including:

- Confiscation of the device
- Loss of phone privileges
- Additional disciplinary actions consistent with the District's student discipline policy

6. Communication with Parents/Guardians

Each school shall clearly communicate its smartphone rules to families at the beginning of each school year and upon a student's enrollment.

7. Emergencies

In emergency situations, students may use smartphones to communicate with families or emergency services as needed.



Administrative Regulations

1. School-Level Rules

Each site shall develop clear and age-appropriate rules for smartphone use in classrooms, hallways, and non-instructional spaces (e.g., lunch, passing periods).

2. Equity and Support Considerations

Site administrators shall work with special education and support teams to ensure enforcement does not disproportionately impact students with disabilities or other protected statuses.

3. Review Cycle

The Superintendent or designee shall review this policy at least once every five years and make recommendations for updates as needed.

Legal Reference:

- Education Code § 48901.7 (Use of Smartphones in Schools)
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973



Artificial Intelligence Acceptable Use Policy 3-504

Scope:

This policy applies to all students, teachers, staff, and administrators who access or use AI tools and systems provided or permitted by the District. It covers both instructional and administrative uses of AI technologies and includes both district-issued and third-party tools, including generative AI applications.

Policy Statement

AI shall be implemented in a manner that supports instructional excellence, improves operational efficiency, and aligns with the District’s mission and core values. The use of AI tools must comply with applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA), the Children’s Online Privacy Protection Act (COPPA), and the California Consumer Privacy Act (CCPA).

The Governing Board expects that AI technologies will be used to support—but not replace—human instruction and judgment. Students shall be taught how to use AI tools responsibly and ethically. AI-generated content may not be submitted as a substitute for student work unless specifically permitted by the teacher or school staff. Any misuse of AI tools that facilitates academic dishonesty or breaches student privacy is strictly prohibited.

The following Administrative Regulations have been developed and will be implemented to guide the selection, use, training, and monitoring of AI tools across the District. These regulations shall include safeguards to address data security, bias, transparency, and the equitable access to AI resources.

Purpose

The Governing Board recognizes the emerging role of Artificial Intelligence (AI) technologies in modern education. As AI becomes increasingly integrated into teaching, learning, and school operations, the Board affirms the importance of ensuring that such technologies are used responsibly, ethically, and in ways that enhance the educational environment while protecting student privacy and maintaining academic integrity.



Administrative Regulations

1. Definitions

- Artificial Intelligence (AI) refers to systems or technologies that simulate human cognition, including language generation, pattern recognition, decision-making, or adaptive learning. Generative AI tools include platforms such as ChatGPT, Gemini or DALL·E that produce text, images, or code. AI Tools refers to any software or applications using such technologies for educational or administrative purposes.

2. Ethical Guidelines for AI Use

- All use of AI technologies within the district shall be guided by the principles of fairness, accountability, transparency, and respect for individual rights. AI tools must be deployed in ways that promote equity, foster trust, and ensure that decisions are explainable and subject to human oversight. The district recognizes that AI systems may reflect the biases of the data on which they are trained. Therefore, staff must evaluate AI tools for potential discriminatory impacts, especially with respect to race, gender, disability, language status, or socioeconomic background.
- Transparency is essential. Students, parents, and staff must be clearly informed when AI is being used in instructional or administrative contexts, especially when personal data may be involved. Accountability shall rest with district staff, not the technology itself. No AI system may be considered infallible or allowed to operate without appropriate supervision. Ethical implementation also includes a commitment to continuous improvement—monitoring outcomes, gathering feedback, and adapting practices to align with evolving standards and community values.

3. Approval and Selection of AI Tools

- All AI tools intended for use in the District must be reviewed and approved by the Superintendent or designee. Approval shall be based on an assessment of educational value, data privacy compliance, accessibility, alignment with district instructional goals, and integration with existing student information systems (SIS) and learning management systems (LMS) platforms. Any tool that collects student data must have a clear data privacy agreement in place and comply with state and federal laws.



4. Responsibilities

- Administrators shall ensure that staff receive training on the appropriate and ethical use of AI and shall monitor AI use across the District for compliance with policy and law. Teachers are expected to integrate AI tools into instruction with transparency and care, ensuring that student use of AI promotes learning rather than replacing it. Teachers must explicitly communicate when and how AI use is permitted in assignments. Students must use AI responsibly and are expected to maintain academic integrity when accessing or interacting with AI applications.
- Parents and guardians are encouraged to stay informed about AI tools used in the classroom and may contact school administrators with any questions or concerns. Upon request, the District will provide information about how AI tools function and the data they process.

5. Training and Support

- The District shall provide regular training for teachers and staff on AI tools approved for classroom or administrative use. Students will receive age-appropriate instruction on the ethical and responsible use of AI technologies, including awareness of potential risks such as misinformation, bias, and data misuse.
- Workshops or communication materials may also be provided to parents to inform them about the AI tools their children may use at school.

6. Privacy and Security

- AI tools shall not collect or use personally identifiable student data unless explicitly approved and governed by a written data privacy agreement. No AI tool shall be deployed that stores student interactions without a clear educational purpose and parent notification. The District shall not allow the use of AI tools that mine or monetize student data.
- Any AI system used for grading, student recommendations, or decision-making must include a human review component. No critical student decisions may be made solely by an AI system.

7. Acceptable Uses of AI

- Artificial Intelligence may be used in the district to enhance instruction, support individual learning needs, streamline administrative operations, and improve overall educational outcomes. Acceptable instructional uses include adaptive learning platforms



that adjust content difficulty based on student performance, language support tools for English learners, and AI-driven tutoring programs that provide personalized feedback. Teachers may also use AI tools to support lesson planning, identify learning gaps, and develop differentiated instruction for diverse learners.

- From an administrative standpoint, AI may be used to assist with data analysis, scheduling, attendance tracking, resource allocation, and other functions that improve operational efficiency. AI tools that support professional development—such as platforms that offer automated coaching tips or content analysis—may also be approved, provided they align with the district’s instructional priorities and privacy standards. All acceptable uses of AI must be aligned with the curriculum and approved by the Superintendent or designee. No AI tool may be used in isolation to make decisions with significant academic, behavioral, or disciplinary consequences.

8. Prohibited Uses of AI

- Artificial Intelligence tools may not be used in any manner that undermines the educational mission of the district, violates student or staff privacy, promotes academic dishonesty, or introduces bias and discrimination. The use of generative AI applications to complete student assignments, assessments, or other graded work without explicit permission from a teacher is considered cheating and is strictly prohibited. Students may not rely on AI tools to write essays, solve complex math problems, or produce artwork unless clearly instructed to do so as part of the learning activity.
- AI tools must not be used to make academic or disciplinary decisions—such as grading or behavior flagging—without a qualified human review. Similarly, AI shall not be used to monitor students or staff through facial recognition, keystroke logging, or other invasive technologies, especially in ways that may violate privacy laws. AI tools shall not be used for social media monitoring or behavior prediction.
- The district prohibits the use of AI-generated content that promotes misinformation, hate speech, or discrimination. Staff and students shall not upload sensitive or personally identifiable data into AI systems unless those tools have been approved for such purposes by the district and include strict data security provisions.

9. Incident Reporting and Enforcement

- Concerns about inappropriate or unethical use of AI shall be reported to the Superintendent or designated administrator. Violations of the AI policy may result in suspension of AI privileges, disciplinary action, or other consequences consistent with the District’s disciplinary framework.



10. Review and Updates

- This regulation shall be reviewed annually by the Superintendent or designee and updated as necessary to reflect advances in AI technology, changes in law, and feedback from staff, students, and families.

Legal References:

1. Federal Laws

- 20 U.S.C. § 1232g (FERPA)
- 15 U.S.C. §§ 6501–6506 (COPPA)
- 47 U.S.C. § 254(h), (l) (CIPA)
- Title VI, Civil Rights Act of 1964
- Title IX, Education Amendments of 1972
- Section 504, Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA)

2. California State Laws

- California Education Code §§ 49073.1, 35182.5, 51513
- California Consumer Privacy Act, Civil Code §§ 1798.100–1798.199

3. Federal Executive Orders & Guidance

- Executive Order 14277 – Advancing Artificial Intelligence Education for American Youth (April 23, 2025)
- Executive Order 14179 – Removing Barriers to American Leadership in Artificial Intelligence (January 23, 2025)
- U.S. Department of Education – Dear Colleague Letter on Use of Federal Funds for AI Integration (July 2025)
- U.S. Department of Education – AI and the Future of Teaching and Learning Toolkit (October 2024)

4. State Guidance

- California Department of Education – Digital Learning Integration Framework (in development)



Student Attendance and Truancy Policy 3-600

Scope:

This policy establishes the expectations, procedures, and legal mandates related to student attendance and truancy within the District. Its primary purpose is to ensure compliance with California state laws, promote consistent student attendance, and provide early intervention strategies to support families and reduce chronic absenteeism. The policy reflects the District's belief that regular school attendance is essential to academic achievement and the overall success of students.

Policy Statement

The Superintendent or designee shall serve as the District's Attendance Supervisor in accordance with Education Code § 48240.

1. Compulsory Education

All children between the ages of 6 and 18 years are required to attend school full time unless exempted by law (Education Code § 48200).

2. Attendance Definitions

- A student is truant if absent from school without a valid excuse for 3 full days or more, or tardy or absent for more than 30 minutes on 3 or more days (Ed. Code § 48260).
- A habitual truant is a student reported as truant on three or more occasions and who has not improved attendance despite prior interventions (Ed. Code § 48262).
- A chronic truant is absent without a valid excuse for 10% or more of school days in a school year (Ed. Code § 48263.6).

Purpose

The District recognizes that regular school attendance is essential to student achievement and academic success. The Board is committed to working with families to reduce truancy and chronic absenteeism, and to ensure compliance with all legal requirements outlined in California Education Code and Title 5 of the California Code of Regulations.



- A chronic absentee is a student absent for 10% or more of the school year for any reason, excused or unexcused (Ed. Code § 60901).

3. Excused Absences

The District shall excuse student absences in accordance with Education Code § 48205, including but not limited to:

- Illness
- Quarantine
- Medical, dental, or optometry appointments
- Attendance at funeral services
- Religious or cultural observances
- Military Exercise
- School-related administrative needs (e.g., immigration proceedings)

4. Unexcused Absences and Truancy Response

The District will initiate timely interventions upon the first instance of truancy and escalate support, as necessary. Repeated unexcused absences will result in a series of communications to parents/guardians and may lead to referral to the School Attendance Review Board (SARB) or other interventions as permitted by law.

5. Monitoring and Reporting

The District shall monitor chronic absenteeism and truancy rates and report data as required by the California Department of Education. Patterns of concern will be addressed through site-level teams and district support staff.

6. Supportive Practices

The District is committed to providing early and compassionate interventions that connect families to support services, reduce barriers to attendance, and keep students engaged in school.



Administrative Regulations

1. Daily Attendance Procedures

- Teachers shall record daily attendance in the district's student information system.
- Office staff will verify absences through parent contact and require a note or verbal confirmation for all absences.
- Unverified absences will be marked unexcused until resolved.

2. Excused Absences

- Absences listed in Ed. Code § 48205 shall be accepted as valid with appropriate documentation or communication. Students with excused absences shall be given the opportunity to make up assignments and tests.

3. Truancy Notification and Parent Contact

- After 3 unexcused absences or tardies of more than 30 minutes, the site shall send the first truancy notice to the parent/guardian (Ed. Code § 48260.5).
- If truancy continues, a second and third notice may be issued, including a required conference with the student and parent/guardian.
- School staff shall make reasonable efforts to meet with families before considering a SARB referral.

4. SARB Referral Process

- After multiple attempts to address truancy and chronic absenteeism, the District may refer the student to the SARB or local community agency. Documentation of prior interventions, parent contacts, and attendance history shall be included in the referral.

5. Independent Study (Short-Term and Long-Term)

- Availability and Purpose Independent study is an optional educational alternative offered by the District to ensure continuity of learning for students who cannot attend school in person. It may be offered for both short-term and long-term purposes as permitted by law.
- Types of Independent Study (See Board Policy for Independent Study)



- Short-Term: Defined as 15 school days or fewer. May be used for family emergencies, travel, or illness recovery.
- Long-Term: Defined as 16 school days or more. Requires additional compliance elements and shall only be offered when appropriate and feasible.

6. Additional Provisions

- Students who are 18 years of age or older, or legally emancipated, may excuse their own absences, subject to verification as deemed appropriate by the district.
- The District reserves the right to request written verification from a medical provider if a pattern of excessive excused absences is observed.
- Schools are encouraged to implement age-appropriate recognition programs to celebrate students with excellent or improving attendance.

Legal References

- Education Code §§ 48200–48296 (Compulsory Education and Truancy)
- Education Code §§ 60901, 48320–48325 (Chronic Absenteeism, SARB)
- Education Code § 48205 (Excused Absences)
- Education Code §§ 46100–46147 (Instructional Minutes)
- Education Code §§ 51744–51749.6 (Independent Study)
- Education Code § 48240 (Attendance Supervisor)
- Title 5, California Code of Regulations §§ 306, 421, 11700–11705
- SB 1357 (2022), AB 181 (2022), SB 153 (2024), AB 1014 (2023)



Comprehensive Student Discipline Policy 3-601

Scope:

This policy applies to all students enrolled in the district and governs behavior:

- On school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to or coming from, any school-sponsored activity

1. Prohibition of Corporal Punishment

In accordance with Education Code § 32212, the District strictly prohibits the use of corporal punishment as a means of disciplining students. No employee shall inflict or cause to be inflicted corporal punishment upon a student.

2. Positive Behavior Support

The District shall implement schoolwide expectations for behavior using a framework of Positive Behavioral Interventions and Supports (PBIS). These may include:

- Teaching and reinforcing clear behavioral expectations
- Recognizing and celebrating positive student behavior
- Providing interventions and supports before disciplinary action

3. Discipline Procedures

The District shall ensure discipline practices are:

- Fair, consistent, and age-appropriate
- Aligned with Education Code §§ 48900-48915

Purpose

The District is committed to fostering a positive school climate that supports student learning, safety, and well-being. This policy outlines student discipline procedures in compliance with California law, including Education Code § 32212, and promotes positive behavioral interventions over punitive measures.



- Respectful of student rights to due process and nondiscrimination

Suspension and expulsion shall be used only when other means of correction have been documented and found to be ineffective, except in cases where immediate suspension or expulsion is authorized by law.

4. Restorative Practices

Whenever possible, the District shall use restorative approaches to address harm, rebuild relationships, and support reentry into the learning environment following a disciplinary event.

5. Staff Training and Student Education

All staff shall be trained annually on:

- District discipline policies and procedures
- Positive behavior strategies
- De-escalation and conflict resolution techniques. Students shall be informed of behavior expectations and disciplinary procedures at the beginning of each school year

6. Students with Disabilities

Disciplinary actions involving students with disabilities shall comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Manifestation determinations and behavior intervention plans shall be provided as required.

7. Parent and Guardian Engagement

The District shall inform parents/guardians of disciplinary incidents and work collaboratively with families to support student success and behavioral growth.

8. Policy Review

This policy shall be reviewed annually and updated as needed to ensure compliance with state and federal law.

Administrative Regulations

1. School-Level Responsibilities

- Each school site administrator shall ensure all staff are trained annually on this policy, including PBIS practices, suspension/expulsion procedures, and alternatives to discipline.
- Staff shall document behavioral incidents, interventions used, and outcomes in the student's discipline record.

2. Behavior Incident Reporting

- All incidents involving suspension, expulsion, including those with significant behavior must be reported to the superintendent or designee within 24 hours.
- The district shall maintain an internal behavior incident log to track trends and inform school climate improvements.

3. Parent Notification

- Parents/guardians shall be notified of any disciplinary action within 24 hours and shall be given an opportunity to meet with school staff to discuss the incident and next steps.
- Emails or letters home can be used for notification if the administration cannot reach the parent/guardian by phone.
- Notices shall be provided in the primary language of the family when required.

4. Due Process

- Prior to suspension, students shall be informed of the reason for the suspension, given an opportunity to explain their version of events, and provided with a written notice outlining the suspension, duration, and appeal rights, in accordance with Education Code § 48911.
- For expulsion, students shall receive a formal hearing before the school board or a designated panel, including written notice, the right to representation, to present evidence, and to confront and cross-examine witnesses, as set forth in Education Code §§ 48918–48923.
- The district shall document all disciplinary actions, and students and their families shall receive information about their rights in a language they understand.
- The district shall use other means of correction before imposing suspension, including



but not limited to conferences, counseling, peer mediation, restorative practices, positive behavior support plans, and participation in intervention programs. These shall be documented in the student record.

5. Students with Disabilities

- The IEP team must convene for a manifestation determination when a student with a disability is suspended for more than 10 consecutive days or has a pattern of removals.
- Behavior Intervention Plans must be developed or updated in response to recurring behavioral concerns.
- The district shall ensure the provision of FAPE during suspension or expulsion and consider alternative transportation or supports for students excluded from specific services.

6. Law Enforcement Notification

- The principal or designee shall notify local law enforcement within one school day if a student is involved in an incident involving weapons, narcotics, serious threats of harm, or other criminal conduct as required by Education Code § 48902.
- In cases involving students with exceptional needs, relevant disciplinary and special education records may be shared with law enforcement as permitted by FERPA.

7. Expulsion Readmission and Interim Placement

- At the time of expulsion, the student and parent/guardian shall receive written notice of the procedures for readmission, including the criteria and timeline for review, as required by Education Code § 48916.
- The governing board or its designee shall conduct a review of the expulsion order at the end of the expulsion term to determine whether the student may be readmitted.
- Readmission decisions shall consider the student's rehabilitation progress, academic standing, and behavioral record during the expulsion period.
- During the expulsion period, the student shall be referred to an alternative educational placement or appropriate educational program that meets their instructional needs.

8. Gun-Free Schools Act Compliance

In accordance with 20 U.S.C. § 7961, any student who is determined to have brought a firearm to school or possessed a firearm at school shall be expelled from the regular school program for a



period of not less than one year. The superintendent may modify the expulsion requirement for a student on a case-by-case basis.

- The district shall refer the student to appropriate law enforcement authorities in connection with the incident.

Legal References:

- 20 U.S.C. § 7961 (Gun-Free Schools Act)
- California Education Code § 32212 (Prohibition of corporal punishment)
- California Education Code §§ 48900-48915 (Grounds and procedures for suspension/expulsion) California Education Code § 48900.5 (Other means of correction)
- California Education Code § 48902 (Law enforcement notification)
- California Education Code § 48911 (Suspension procedures)
- California Education Code § 48916 (Expulsion readmission and educational placement)
- California Education Code § 49079 (Teacher notification of violent students)
- California Education Code §§ 56520–56525 (Behavioral interventions for students with disabilities)
- 34 C.F.R. Part 300 (IDEA regulations)
- Section 504 of the Rehabilitation Act of 1973
- California Code of Regulations, Title 5, §§ 300–305 (Suspension and expulsion procedures)



**Involuntary Transfer of Pupils
(Community Day School)
Policy 3-603**

1. The District may involuntarily transfer a student to a community day school if the student is:

- Expelled from the District for any reason
- Placed on probation in accordance with Sections 300 and 602 of the Welfare and Institutions Code
- Referred to a community day school by a school attendance review board

2. Priority for assignment to a community day school will be given in the following order:

- Students expelled pursuant to Education Code Section 48915(d)
- Students expelled for any reason
- All other children

(Ed. Code §§ 48662 et seq.)



Responsibilities and Additional Consequences for Personal Injury or Property Damage

Policy 3-604

Parent Liability for Personal Injury or Property Damage:

A parent or guardian shall be liable for damages caused by the willful misconduct of a student when:

It has been determined by the District that the student engaged in willful misconduct, and that personal or property damage resulted from the student's conduct, in that:

- The student's willful misconduct results in injury or death to a student, District employee, or District volunteer; and
- The student willfully cuts, defaces, or otherwise injures, in any way, any real or personal property belonging to the District, or the personal property of any District employee.

Purpose

This purpose of this policy is to explain the additional consequences that may be imposed on the student and/or the student's parent or guardian when a student's willful misconduct results in personal and/or property damage. These consequences are in addition to any disciplinary actions imposed on student.

1. Limits on Parent Liability for Personal and/or Property Damage

- The parent's or guardian's liability for a student's willful misconduct shall not exceed the cost of the repairs of the damage.
- In addition to liability for any injury or property damage, the parent or guardian shall also be liable for any reward the District pays in connection with the student's misconduct.

2. Withholding of Grades, Diploma, and Transcripts

- The District may withhold a student's grades, transcripts, and/or diploma as follows:
 - Student's conduct has resulted in loss or damage to the District property in that either:



- The District loaned real or personal property to student, the District or one of its employees demanded the return of the property, and the student willfully maintained the property; or
- The Student willfully cut, defaced, or otherwise injured, the District property.
- The Parent or guardian is provided a written notice that student's grades, transcripts, and/or diploma may be withheld. Written notice shall include a clear statement of each of the following:
 - The nature of the alleged misconduct
 - A statement that the parent or guardian is liable to the District for the lost or damaged property pursuant to Education Code and Board policy
 - An itemized accounting of all damages that the District is claiming
 - The date on which payment and/or return of property is due
 - The District may withhold student's grades, transcripts, and/or diploma if payment is not received.
 - Notify the parent or guardian that they have the opportunity to respond to the allegations regarding the student misconduct pursuant to the District's policy on disciplinary hearings.
- If, in accordance with these procedures, the District determines that parent or guardian is liable for damages, and damages have not been paid or property returned, the District shall withhold student's grades, transcripts, and/or diploma until the parent or guardian pays the District for the damages.

3. Voluntary Work for Student if Parent Unable to Pay for Damages

- If a student's parent or guardian is unable to pay for any damages or return the property to the District, the 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 program, the grades, diploma, and transcripts of the student shall be released. (Ed. Code § 48904.)